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ABSTRACT

The final report describes a 3 year project to develop research utilization modules to improve educational services through camping for the physically handicapped. An introductory chapter lists four major project goals--to research the state of the art of camping for the physically handicapped; to systematically identify the competencies needed and tasks performed by personnel serving the physically handicapped in residential camps; to develop competency based modular program packages for training personnel to work in camps serving the physically handicapped; and to evaluate and disseminate the competency based program packages. Subsequent chapters address project organization, approach, and management; procedures and methodology; results; and recommendations. Appendixes, which make up the bulk of the document, include the following: an annotated bibliography on camping and environmental education for handicapped children and youth; a sample copy of the camp program survey; critical incident survey instrument; information on task analysis procedures and results; a report on initial prototype tryout of camp counselor training materials; a report on second prototype tryout information; field testing procedures; outside evaluators' discussion questionnaire; curriculum development task force review forms; evaluation report of American Camping Association Managerial Training Materials; information bulletins; plan for materials, design, production, and dissemination; report of market analysis of REACH materials; a paper on the role of the special educator in residential camps serving the physically handicapped; and an agenda of the planning conference on camping and environmental education for the handicapped. (SBH)

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FINAL REPORT

PROJECT NO: 443CH60302
GRANT NO. G007603230

DEVELOPMENT OF COMPETENCY BASED RESEARCH UTILIZATION MODULES TO IMPROVE EDUCATION SERVICES THROUGH CAMPING FOR THE PHYSICALLY HANDICAPPED

BEST COPY AVAILABLE

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MARCH, 1980

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  1. Module 1: An Orientation to Camping and the Camp

  2. Module 2: Knowing the Campers

  3. Module 3: Camp Program Planning and Leadership

  4. Module 4: Camp Health and Safety Practices

  5. Module 5: Dealing with Camper Behavior

  6. Module 6: Evaluating the Camp Experience

Q. CAMP STAFF TRAINING SERIES - FIELD GUIDES (separate volumes)

  1. Field Guide 1: Camp Secretary

  2. Field Guide 2: Camp Nurse

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3. Field Guide 3: Camp Food Services Supervisor

4. Field Guide 4: Camp Maintenance Supervisor

R. PROTOTYPE STAFF MANUAL (separate volume)

S. DIRECTORY OF AGENCIES CONCERNED WITH CAMPING FOR THE HANDICAPPED (separate volume)

T. CAMP DIRECTOR TRAINING SERIES (separate volume)

1. Module 1: Orientation to Organized Camping

2. Module 2: Knowing the Physically Disabled Camper

3. Module 3: Comprehensive Planning for Camp Facilities and Operations

4. Module 4: Maintaining Camp Facilities and Properties

5. Module 5: Camp Communications and Public Relations

6. Module 6: Guidelines for Camp Health and Safety

7. Module 7: Managing Camp Business and Finance

8. Module 8: Providing Camp Services for Physically Disabled Campers

9. Module 9: Promoting Growth and Development of Camp Staff

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CHAPTER I

INTRODUCTION, RATIONALE, PURPOSE OF THE STUDY

Introduction

This final report presents a description of a three year project to develop research utilization modules to improve educational services through camping for the physically handicapped. The project was administered by the University of Kentucky Curriculum in Recreation and Parks with a grant from the Bureau of Education for the Handicapped, Division of Innovation and Development.

This final report includes a synopsis of major project activities and represents an overview rather than a detailed discussion of the project. The narrative has been supplemented with rather extensive appendix material for those interested in more detailed information. Also, reference has been made to selected interim reports that were submitted quarterly throughout the three year project period.

Rationale and Purpose of the Study

For the past thirty years, there has been a steady increase in the number and variety of camping programs being offered to the handicapped. The educational and therapeutic values inherent in the camping experience have been demonstrated and cited by numerous researchers. However, despite the increase in programs and the documented results demonstrating improvement of the individual as a result of the camping experience, many of the nation's estimated 20 million handicapped children and adults are not being included in camping programs.

In recent years, concern has focused not merely on the need for more facilities and programs, but on the need for trained leaders who can make better use of existing facilities and programs. However, materials and guidelines available for training are limited; training programs to certify personnel are scarce; and research in curriculum development is practically non-existent. With this in mind, Project REACH was created to: (1) systematically identify and document the critical tasks performed by personnel in camp programs serving the physically handicapped; and (2) to translate this information into practical and adaptable training programs and materials. In other words, the purpose of the project was to design flexible and multi-faceted training materials and programs that will help improve and advance existing programs and services to include more physically handicapped campers.

More specifically, the purpose of Project REACH was to maximize the learning potential of camping experiences for the physically handicapped by focusing research efforts on developing utilization modules in the form of training materials and programs to enable personnel to work in camps serving the physically disabled. The materials developed were designed to be used for pre-service, pre-camp and in-service training for counselors, program specialists, service and medical personnel, and administrators and supervisors in camp programs which include physically disabled campers.

As originally set forth in the initial grant application, the four major goals for the project were:

1. to research the state-of-the-art of camping for the physically handicapped;

2. to systematically identify the competencies needed and tasks performed by personnel serving the physically handicapped in residential camps;

3. to develop competency-based modular program packages for training personnel to work in camps serving the physically handicapped; and

4. to evaluate and disseminate the competency-based program packages.

CHAPTER 2

PROJECT ORGANIZATION, APPROACH AND MANAGEMENT

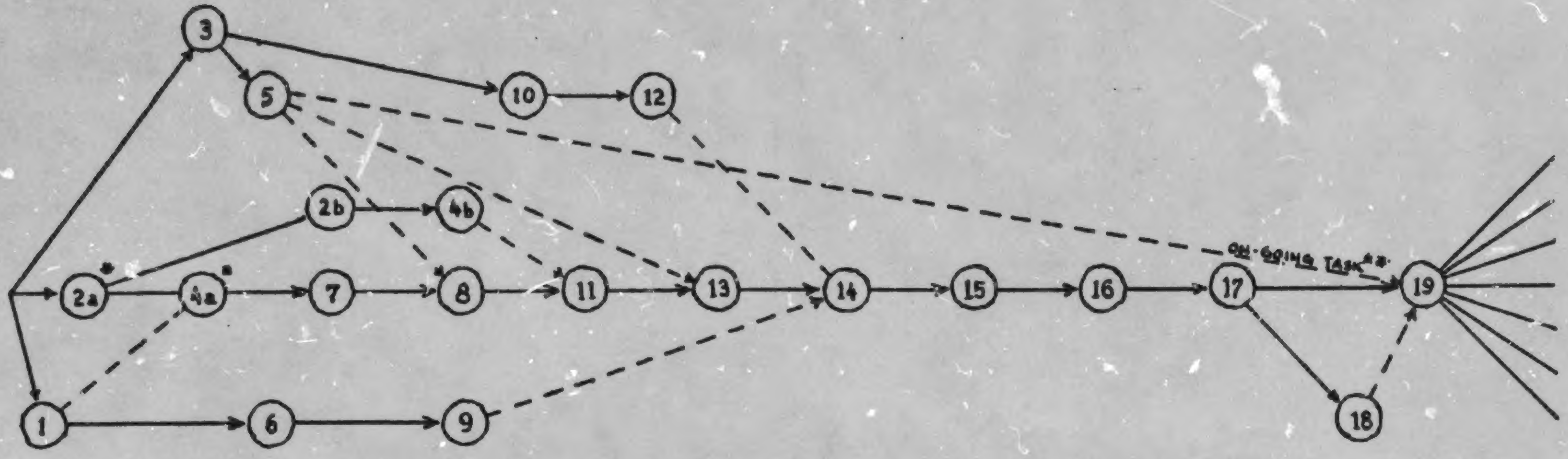
The work tasks delineated for the project were designed for completion within a period of 36 months from the date of funding on June 1, 1976. In carrying out the work, a developmental management by objective approach was utilized. Each major objective comprising the work scope of the project was broken down into subobjectives and tasks required to achieve each subobjective were identified. A PERT chart depicting major tasks in a time line sequence was prepared and served as the framework for implementing and carrying out the work tasks. The PERT chart was revised at the end of the first and second budget periods to reflect needed changes as work progressed. Due to the large volume of materials produced by the project, a 90 day no cost extension was granted at the end of the final year to allow for needed production time.

A significant feature of the project was a cooperative approach which utilized the expertise and resources of a major university (the grantee); a private company specializing in research and development, technical assistance and publications (Leisure Information Service); and national organizations in the camping field (the American Camping Association and the National Easter Seal Society). These cooperative relationships produced a synergistic effect that could not otherwise have been realized.

Input and advice provided by the National Advisory Committee was indispensable to the success of the project. This panel of practitioners and educators was established to assist project staff in decision making and evaluation of project progress. The group met once each year during the project. The National Advisory Committee had representatives from a variety of organizations and agencies throughout the United States with impact on the field of camping for the physically handicapped. The expertise of this group was impressive and the project benefited greatly from their collective knowledge and experience.

Figures 1 and 2 on the following pages include the project PERT and organization charts.

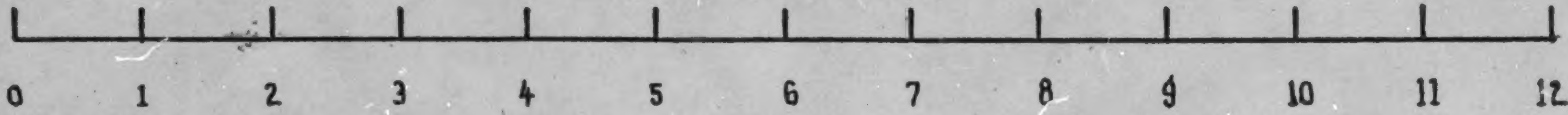
First Year PERT Chart



1. REFINE INSTRUMENTS & PROCEDURES
OF 1ST TWO INSTRUMENTS
2a* PERFORM DESCRIPTIVE DATA
SURVEY-DAY & RESIDENTIAL
2b SCHOOL CAMPS
3 COMPLETE INITIAL ADMINISTRATIVE
FUNCTIONS
4a* PERFORM CRITICAL INCIDENT STUDY
-DAY & RESIDENTIAL CAMPS
4b SCHOOL CAMPS
5 REVIEW RELEVANT LITERATURE

6 DEVELOP INSTRUMENTATION FOR JOB ANALYSIS
7 IDENTIFY ADDITIONAL ORGANIZATIONS
& KEY INDIVIDUALS
8 COMPILE & COLLECT COMPREHENSIVE LISTING
OF AVAILABLE TRAINING MATERIALS &
EXISTING COURSES
9 DEVELOP PROCEDURES FOR JOB ANALYSIS
10 SELECT PANEL OF EXPERTS
11 ANALYZE SURVEY
12 MAKE ARRANGEMENTS FOR CONFERENCE
13 DEVELOP COMPETENCY STATEMENTS BASED
ON RESULTS OF CRITICAL INCIDENT STUDY

14 CONDUCT CONFERENCE
15 PERFORM JOB/TASK ANALYSIS
SURVEY
16 ANALYSE TASK ANALYSIS DATA
17 PREPARE FINAL COMPETENCY
STATEMENTS WITH ACCOMPANYING
TASK ANALYSIS
18 DESIGN INSTRUCTIONAL MATERIALS
FORMAT
19 OUTLINE DEVELOPMENT OF
INSTRUCTIONAL MATERIALS

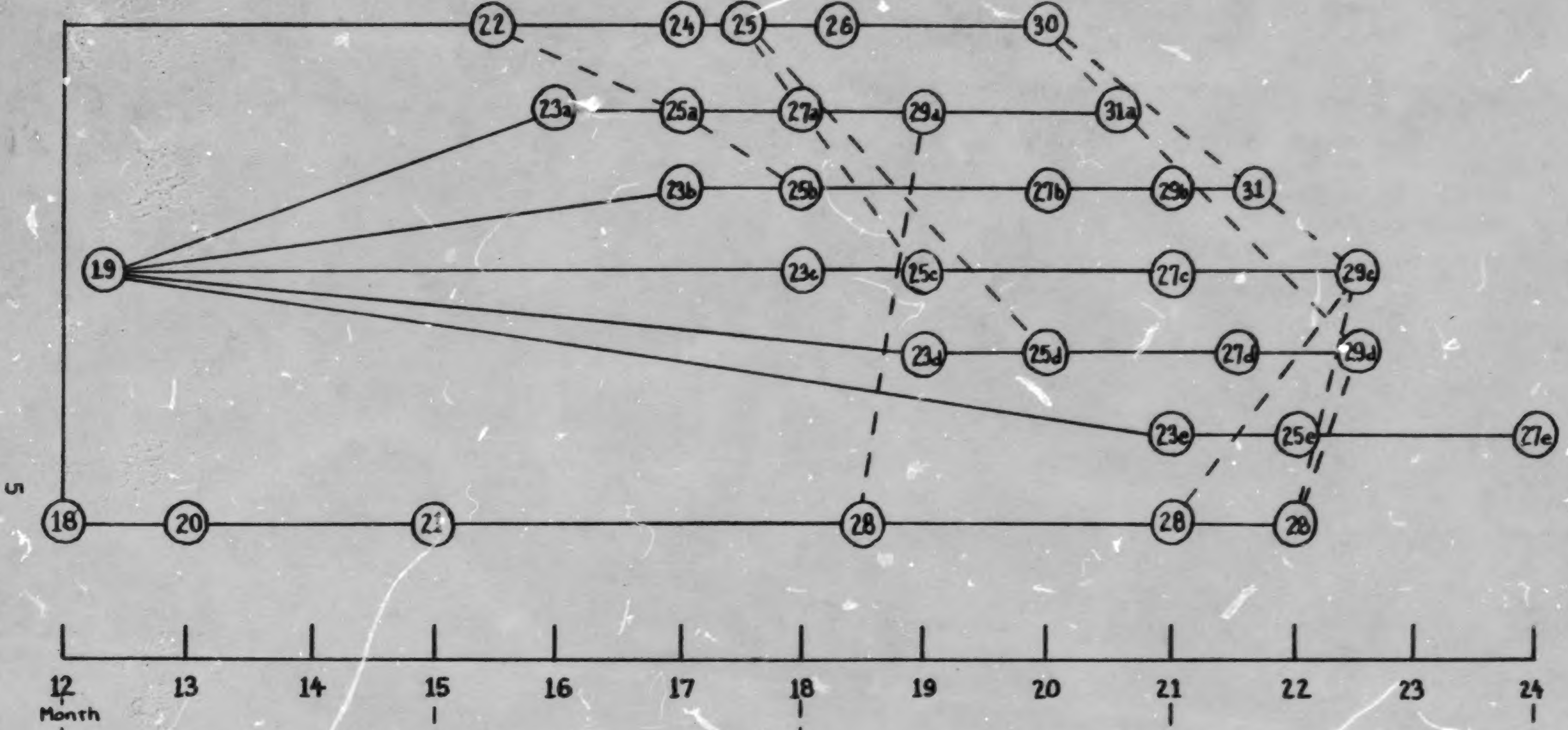


MONTH

*BECAUSE OF THE SEASONAL NATURE OF CAMPING, IT IS ESSENTIAL THAT THESE MATERIALS BE PREPARED & READY FOR IMMEDIATE MAILING.
** ON-GOING TASK COMPLETED AT TIME THE TIME-INSTRUMENT MATERIALS ARE READY TO BE DEVELOPED.

Figure 1

Second Year PERT Chart
(Revised, January, 1977)



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31a
23b
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27b
29b
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27c
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25d
27d
29d
23e
25e
27e
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Month
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24

FIRST QUARTER

18 Complete design for instructional materials format & procedures for writers.

19 Outline development of instructional materials and convey to writers

20 Develop instruments to test training materials.

21. Develop procedures to test training materials

SECOND QUARTER

22. Arrange bench testing for trainers & administrative personnel.

23. Complete initial training materials:
    a. for trainer's guide
    b. for administrative personnel
    c. for auxiliary personnel
    d. for program specialists
    e. for counselors & aides.

24. Arrange field testing for trainers and administrative personnel.

THIRD QUARTER

25 Perform bench test

26. Arrange bench testing for counselors, auxiliary staff and program specialists.

27. Revise training materials

28. Complete instruments and procedures

FOURTH QUARTER

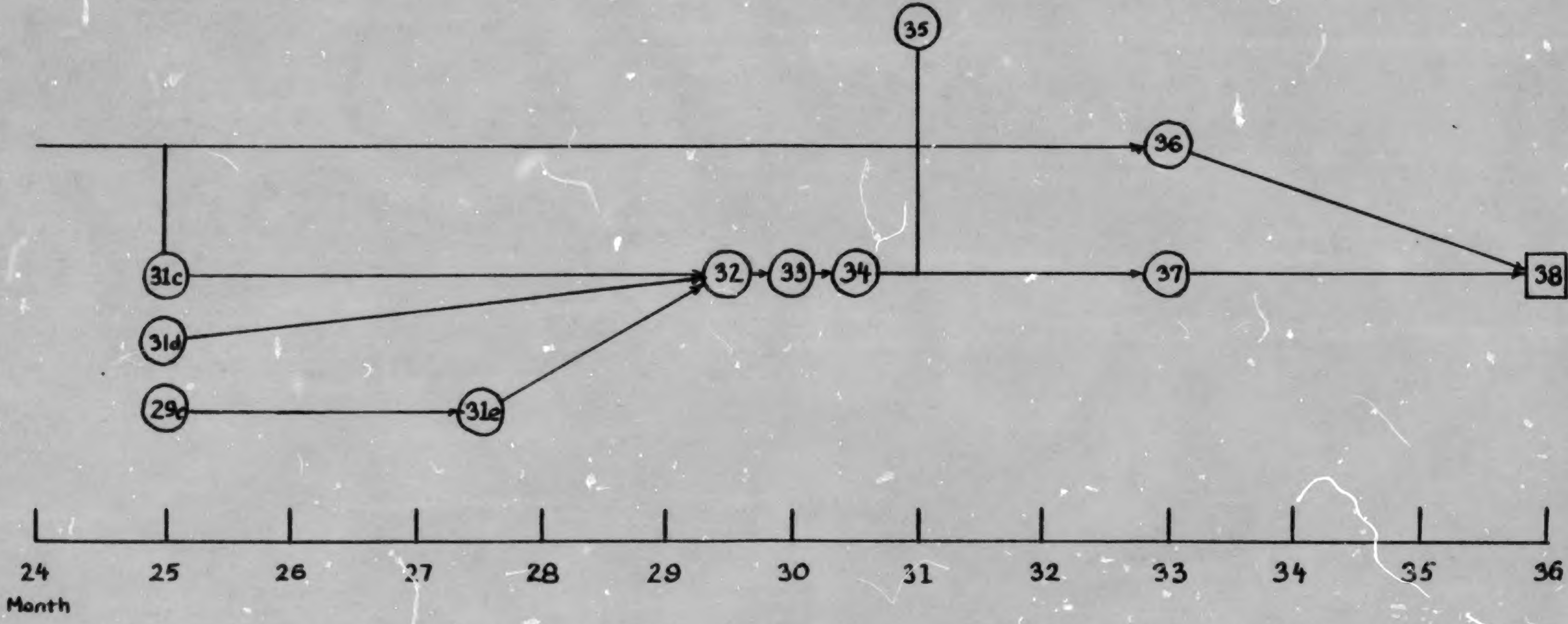
29. Field test training materials for personnel.

30. Arrange field testing of auxiliary staff, program specialists and counselors

31. Complete field testing of materials for trainers and administrative personnel.

THIRD YEAR PERT CHART

(Revised, January, 1977)



29e. Begin field testing of counselors

31 c. Complete field testing of auxiliary staff

d. Complete field testing of program specialist

e. Complete field testing of counselors

32. Begin analysis of data based on field testing

33. Evaluate instructional materials based on data analysis

34. Revise and prepare instructional material and instructor's guide for publication and dissemination.

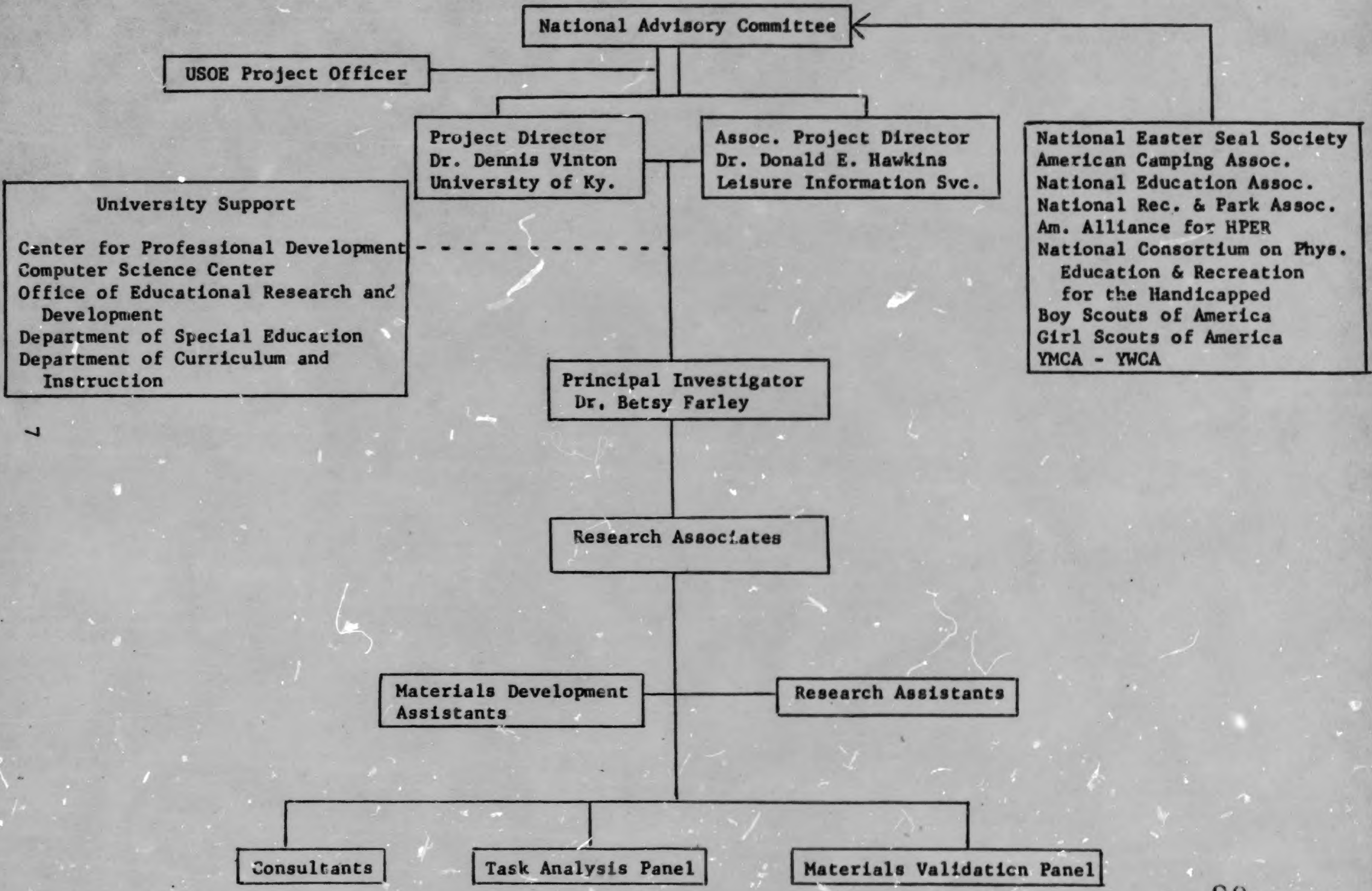
35. Conduct third party evaluation.

36. Begin summative evaluation project.

37. Complete revisions of all materials

38. Exit-evaluation complete — Materials printed and ready for dissemination.

PROJECT ORGANIZATION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Girl Scouts of America
YMCA - YWCA
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Figure 2

Chapter 3

PROCEDURES AND METHODOLOGY

The methodology for this project involved a series of developmental tasks designed to achieve each of the major project objectives: 1) to research the state-of-the-art of camping for the physically handicapped, 2) to systematically identify the competencies needed and tasks performed by camp personnel in camps serving the physically handicapped, 3) to develop competency-based modular instructional materials for training personnel to work in camps serving the physically handicapped and 4) to evaluate and disseminate the instructional materials.

Specific tasks delineated for each objective included the following:

1. Researching the state-of-the-art of camping for physically handicapped.

   1.1 Reviewing and analyzing the current literature in order to identify camp programs and practices which have been shown to be physically, emotionally and intellectually beneficial to physically handicapped campers and to compile a comprehensive listing with evaluative annotations of available training materials.

   1.2 Identifying major organizations and key individuals presently involved in providing either camping services for the physically disabled or training programs for personnel working with the physically handicapped in a camp setting.

   1.3 Surveying existing programs to determine personnel practices (e.g., staffing patterns, staff-camper ratio, age, academic background and experience requirements for all levels of personnel) in camps serving the physically handicapped and to identify the realistic limitations imposed by funding and time considerations on pre-camp and inservice (on-site) training programs.

2. Systematically identifying the competencies needed and tasks performed by camp personnel serving the physically handicapped in residential camps.

2.1 Identifying competencies generic to all camp personnel working with the physically handicapped.

2.2 Identifying those competencies which are significantly unique to each job level.

2.3 Identifying those tasks within each job level which vary according to the goals and objectives of the camp, type and severity of physical disability served, length of the camp session, and other variables.

3. Developing competency-based modular instructional materials for training personnel to work in camps for the physically handicapped.

3.1 Selecting, developing and describing a systems design format.

3.2 Developing instructional modules based on the previously identified competencies and task analysis.

3.3 Developing an implementation guide for trainers of personnel serving physically handicapped campers.

4. Evaluating and disseminating the program packages.

4.1 Developing appropriate strategies and procedures to carry out the bench, pilot and field test tasks.

4.2 Validating the competency-based program packages.

4.3 Developing effective strategies for optimum dissemination and utilization of the program packages.

The above mentioned developmental tasks are described on the following pages. The information has been organized into four major phases to aid in interpreting the procedures used.

Phase I describes the procedures employed to research the state-of-the-art of camping for the physically handicapped. It includes a review and analysis of current literature pertaining to camping for the handicapped, identification of major organizations and key individuals presently involved in providing camping services for the handicapped and a survey of existing programs to determine personnel practices in camps serving the handicapped.

Phase II provides a description of the procedures used to identify the competencies needed by camp personnel serving the physically handicapped. It includes a description of the task analysis process used to identify tasks and duty statements for each of the several jobs that were analyzed. Phase III provides a description of the procedures employed to develop and evaluate the competency-based instructional materials. Phase IV includes a discussion of procedures for achieving maximum dissemination and utilization of the project's deliverables.

In addition to a discussion of the four main phases of the project, a section has been included containing a description of other significant activities which contributed to the attainment of project goals and objectives. Special meetings, workshops, publications, reports, etc. are discussed in this section.

State-of-the-Art Procedures

Phase I of the project was designed to research the state-of-the-art of camping for the physically handicapped. To accomplish this task, staff performed a comprehensive review of current literature in the field. Major organizations and key individuals involved in camping for the handicapped were identified and existing programs were surveyed to determine personnel practices.

Literature Review

During the first year of the project, over 500 articles, reports and books were reviewed for the purpose of identifying resources for the development of the instructional materials. Throughout this time period, major sources of literature on camping for the handicapped were identified and reviewed. All relevant retrieval systems, such as ERIC, MEDLARS and TRIC were searched. In addition, project staff compiled a comprehensive listing of agencies and professionals involved in training camp personnel. These agencies and individuals were contacted to secure additional materials not available from or distributed through other sources.

Due to the diverse nature of information sources, an index system was established to sort and classify all articles, books, monographs, training manuals, etc. produced by the search. This system consisted of a Literature Analysis Form I and a Literature Analysis Form II (A and B) which greatly facilitated the organization and analysis of the literature.

Citations were first indexed on Literature Analysis Form I which instructed the reviewer to collect all bibliographic information and to review the material for generalizability, cost, practicality, importance, creativity and uniqueness; and to determine if further reviews were necessary. After initial indexing, project staff undertook a preliminary screening of all citations and those which met the following criteria were included in a list for further analysis:

+ material was published within the last ten years;

+ material discussed camping policy, practices, training, programming, and/or research;

+ material referred to a specific category of physical disability;

+ material alluded to some physical, emotional or intellectual benefit to the handicapped.

If the material dealt with programs, practices and/or training, it was indexed on Literature Analysis Form II-A according to *disability category*, (i.e. cerebral palsy, deaf, blind, etc.); by *major thrust of the article*, (i.e. programming policy or practice, training, research, planning, design, etc.); by *activity program area*, (i.e. swimming, crafts, drama, etc.); and by *type of camp delivery system*. If the reference cited dealt with research, Literature Analysis Form II-B was used.

The literature analysis resulted in the review and annotation of over 500 articles, reports, books and other materials pertaining to camping for the handicapped which were considered to be relevant to the project. These materials were placed on file in the project office and utilized throughout the remainder of the project. In addition, these materials were compiled and later published in a paperback book, *Camping and Environmental Education for Handicapped Children and Youth* (Vinton, Hawkins, Pantzer and Farley, 1978). Also, an article entitled "A Literature Analysis on Camping for the Handicapped" was published in the Therapeutic Recreation Journal, (Carter and Farley, 1978). The annotated bibliography can be found in Appendix A.

Identification of Organizations, Individuals and Training Programs

As an adjunct to the literature review, a systematic effort was undertaken to identify and survey major organizations and key individuals who provide camping services to the physically handicapped. The purpose of this survey was to provide a document which would serve as a major source of information for federal, state and local organizations and for professionals, parents and other consumers.

The first task was to develop a list of easily identifiable national organizations providing services to the handicapped. Staff reviewed several documents including: The Directory of Organizations Interested in the Handicapped; National Directory of Accredited Camps; Encyclopedia of Associations; pre-conference materials from the 1972 National Conference on Training Needs for Personnel in Camping, Outdoor, and Environmental Recreation for Handicapped Children; Recreation and Park Education Curriculum Catalog—Biennial Directory; Directory of Curricula in Recreation and Parks; camping and recreation textbooks; etc.. From these documents, an extensive list of organizations that provide camping services to the physically handicapped was compiled.

In addition to the identification of major organizations, key individuals in the field of camping for the physically handicapped were identified. Sample lists of individuals were drawn from the IRUC list of camping for the handicapped specialists, Easter Seal Directory, lists developed by the project staff, and a list of invited participants who attended the Asilomar Conference on Camping, Outdoor and Environmental Recreation for the Handicapped sponsored by the Bureau of Education for the Handicapped in 1972. To assist in the location of additional key individuals, staff provided a place on the survey of organizations for the agency to refer other key individuals.

Two surveys were designed for data collection. These two instruments were reviewed by staff, revised and prepared for mailing. Results from these surveys provided project staff with an up-to-date listing of agencies, organizations and individuals engaged in the provision of camping services to the physically handicapped. This list was used throughout the duration of the project and was continually updated.

During the third and final year of the project, a terminal information gathering device was designed and mailed to more than 450 organizations. Based on the response from these organizations, the list of key individuals was completed. The final list contains over 750 organizations and individuals.

The results of this final survey were then analyzed and compiled in a document entitled Directory of Agencies Concerned with Camping and the Handicapped which comprises one of the project deliverables. In the guide, individuals are grouped by states to aid the user in locating and utilizing consultants or resources. A copy of the directory is included in Appendix S.

Survey of Existing Camp Programs

In addition to the literature review and identification of key agencies, organizations and individuals, project staff also conducted a survey of existing camps to aid in the development of project materials. The primary purpose of the survey was to identify the dimensions of personnel training programs with regard to qualifications of trainees; time, money, resources, equipment, materials and personnel available for training purposes; and the content of training programs which were deemed most essential for effective staff functioning.

A survey questionnaire was designed, printed and mailed to 1,000 camps selected randomly by a computerized geographic sample from the American Camping Association's list of 10,000 American camps.

The results of the survey were coded, analyzed and compiled into a report for further use by staff. To ensure the collection of relevant, useful information, the data presented in the report were collected from 100 camps which were judged as maintaining high quality camp programs. Copies of the survey instrument and report are included in Appendix B.

Competency Identification Procedures

Phase II of the project was designed to systematically identify the competencies needed and tasks performed by camp personnel serving the physically handicapped in organized camp programs. To meet this objective, staff found it necessary to identify competencies generic to all camp personnel working with the physically handicapped, identify those competencies which were significantly unique to each job level, and identify those tasks within each job level which varied according to the goals and objectives of the camp, type and severity of the physically handicapped served, length of camp session and other variables. Seven camp positions were analyzed: 1) camp director, 2) program specialist, 3) camp counselor, 4) camp nurse, 5) maintenance supervisor, 6) food services supervisor and 7) camp secretary.

Critical Incident Survey

In order to effectively develop the training materials, staff first had to identify the competencies needed for the positions of camp director, program specialist, camp counselor and auxiliary staff. To accomplish this task, critical incident survey instruments were developed. Instrument development followed standard procedures with a panel of five experts reviewing initial questionnaires and the staff of two camps serving the handicapped participating in pilot testing of the instruments. Once developed, the four critical incident survey instruments (one for each job classification) were printed and mailed to 319 camps serving the physically handicapped. Sixty follow-up letters were sent and additional telephone calls were conducted to stimulate responses. A list of the expert validation panel members and personnel participating in the pilot testing of the survey instrument, and a copy of the survey instruments are included in Appendix C.

Approximately one-fourth of the 319 camps contacted responded to the critical incident survey.* Of the 319 camps, 49 returned a total of 94 questionnaires which generated 521 critical incidents. A total of 21 subjects responded to the auxiliary staff questionnaire generating 103 critical incidents; 14 responded to the camp director questionnaire identifying 82 critical incidents; 21 responded to the program specialist questionnaire generating 115 critical incidents and 38 subjects responded to the camp counselor questionnaire identifying 221 critical incidents.

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*Numerous camps contacted were found to be no longer in operation.

The critical incident survey results and the results of the initial review of the literature pertinent to identifying competencies for specified personnel were reviewed and analyzed. Each critical incident was analyzed and rewritten as a task statement. Additional task statements were then identified from job descriptions and the literature search. The task statements were then analyzed by placing the statements in cells created by a two dimensional matrix. This analysis process led to the development of duty statements which could then be used in the task analysis process.

This phase of the research was critical to the overall task of identifying competencies, especially due to the lack of prior research in this area. It was determined that the critical incident survey was an effective means of identifying task statements and contributed significantly to the task analysis procedure.

Task Analysis and Validation

Once task statements were identified through the critical incident survey, staff were ready to develop task outlines and training information for the positions of camp director, camp counselor, program specialist, maintenance supervisor, camp nurse and camp secretary. This information was generated at a task analysis workshop held at the University of Kentucky in late November, 1976. Participants in the workshop included experts who served as group leaders and two job incumbents for each of the four major job categories; camp director, camp counselor, program specialist, and auxiliary staff.

Prior to the workshop, procedures to be used for the task analysis were pilot tested with undergraduate and graduate students from the Curriculum in Recreation and Parks at the University of Kentucky. All of the students had previous experience working in camps serving the handicapped. Through pilot testing and the assistance of a task analysis consultant, problems pertaining to methodology and instrumentation were resolved. A description of the pilot testing procedures is included in Appendix D, addendum B.

At the task analysis workshop, participants were provided with a half-day of training consisting of an overview of the project, the procedures for the task analysis process and specific instructions for completing and analyzing task outlines. For the remainder of the workshop, participants met in small groups according to their job category specialty. As a group, they developed task outlines for the jobs within their category. They then determined prerequisites for each duty in their task outlines and recommended the preferred method of training for acquiring the skill or knowledge needed to successfully perform the task. Their final task was to code each duty statement according to the need for adaptation for different disability categories.

Following the task analysis workshop, procedures were implemented to validate the task outlines produced by workshop participants. After the results of the task analysis were compiled and analyzed by team leaders, task analysis consultants, project staff and a panel of five judges reviewed each list. Additionally, ten "job incumbents" were asked to react to the revised task outlines. Project staff then analyzed the results and subsequently completed task outlines in final form. For a complete description of the task analysis procedures, see Appendix D.

Materials Development Procedures

Upon completion of the task analysis and competency identification phase, procedures were implemented to develop the competency-based training materials. Concurrent with the development of the training materials, procedures for evaluation, testing and dissemination of the materials were initiated. As a part of this process, appropriate strategies and procedures were developed to carry out the tasks associated with field experimentation and developmental testing. Additionally, effective strategies were developed to assure optimum dissemination and utilization of the deliverables.

Determination of Design Format and Evaluation Procedures

In an attempt to identify a variety of instructional design formats, staff reviewed and analyzed current competency-based training programs. Using an assortment of consultants and resources (curriculum designers and developers, writers, trainers and consumers), the design to be used for writing and testing the competency-based training materials was prepared.

It was determined that a formative evaluation process would be utilized to develop the materials. The formative evaluation consisted of several phases: an internal review of initial drafts, a prototype tryout, another internal review, an expert review concurrent with a developmental field test, an additional internal review and preparation of the resulting product. This product then underwent a summative review process in preparation for publication and dissemination. With the design format and field testing procedures established, development of the training materials was initiated.

Development of the Camp Counselor and Program Specialist Training Materials. Initially, staff prepared directions, rationale, competencies, objectives, resources and duty statements for each module comprising the training program. They then identified writers for both the camp counselor and program specialists training programs and developed a writer's guide to aid the writers with their task. Each guide consisted of information about Project REACH, an overview of competency-based instruction, detailed directions for writing the material, an example of a completed module and supportive resource materials. A copy of the writer's guide was included in Interim Report #4.

The first program to be completed comprised the materials for the Camp Counselor Training Program. When the materials were received, staff evaluated them using an internal evaluation checklist for training modules designed by the project staff. A copy of the instrument was included in Appendix B of Interim Report #6. Each module was reviewed by a minimum of two staff members and the results were filed for future reference.

Upon completion of the initial internal review, the first prototype tryout was conducted and completed using 18 therapeutic recreation students from the University of Kentucky. For modules 1 and 2, each participant responded to a paper and pencil questionnaire and individual interviews were conducted. For modules 3, 5 and 6, a field experience was used to obtain evaluative responses from participants. A report of the procedures and results of the first prototype tryout were completed and can be found in Appendix E. Following the prototype tryout, project staff reviewed the results, made necessary revisions and conducted the second internal review.

During the time the Camp Counselor Training Program materials were being reviewed and undergoing the prototype tryout, staff received the Program Specialist Training Program from the writers. Based on the results of the internal review, the initial prototype tryout and feedback from professional in the field, the camp counselor and program specialist training programs were combined and given the new title of Camp Staff Training Program.

The second prototype tryout was then conducted to obtain evaluative feedback regarding possible improvements or revisions in modules 3, 5 and 6. The tryout was conducted at Camp Green Shores, located at McDaniels, Kentucky utilizing 28 students from five colleges and universities in Kentucky. Prior to the tryout, a half-day of orientation and training was given to the prototype tryout workshop facilitator and group leaders. For a full report on the second prototype tryout, see Appendix F.

The analysis of the prototype tryout of the materials was completed by staff and revisions made accordingly. Plans for the developmental field testing of the materials were then finalized.

Four field test sites involving 104 trainees were selected. Three camps used the program during their pre-camp training: Michigan Easter Seal Society's Camp Hickory Ridge, the Maryland League for Crippled Children and Adult's Camp Greentop and the Santa Cruz, California Easter Seal Society's Camp Harmon. The fourth site, Indiana University, used the program as a part of its curriculum and gave credit for the course. Prior to the developmental field test, two three-day training sessions were held for the field test trainers. The first session was attended by four instructors who were affiliated with Indiana University and the University of Maryland. The second session was attended by the three camp directors from Camp Hickory Ridge, Camp Harmon and Camp Greentop. For a discussion of field testing procedures, see Appendix G. Outside evaluators were engaged to conduct evaluation sessions at the end of the course and at the end of the camping season. A copy of the discussion questionnaire used by the evaluators is included in Appendix H.

While the field testing was being conducted, three expert consultants were engaged to review and evaluate the camp staff training program. They included Dr. Lois Hardt, Director of Special Services, National Easter Seal Society; Dr. David Austin, Associate Professor, Indiana University; and Mr. Robert Neely, Instructor, University of Maryland.

Upon completion of the developmental field testing, staff tabulated and analyzed the individual results from the pre-camp training sites, the college course site and the expert's review. Based upon the results, staff revised the training program. The camp staff training program was essentially complete at this point and prepared for a final review prior to preparation of final copy. The final evaluation was conducted by a third party and involved six selected experts: Dr. David Austin, Indiana University; Armand Ball, American Camping Association; Dr. William Hammerman, San Francisco State University; Dr. Lois Hardt, National Easter Seal Society; Dr. Judith Myers, The Pennsylvania State University; and Ralph Smith, Maryland League for Crippled Children and Adults.

Development of the Camp Director Training Materials and Field Guides. Concurrent with the development and formative evaluation of the camp staff training materials, staff identified writers for the camp director and auxiliary staff field guide training programs. Resource materials were compiled, the writer's guide was prepared and both were mailed to the writers.

Upon receipt of the first draft of the camp director training materials, staff performed an internal review consistent with procedures previously performed on the camp staff materials with the addition of a step to compare competencies identified by the project with those competencies and objectives established by the American Camping Association (ACA). Following revisions, the materials were mailed to the Curriculum Development Task Force, a committee comprised of ACA members and staff and project staff. Acting as an official structure of the ACA's National Leadership Certification Board, the committee was asked to review Project REACH's competencies, objectives and training materials and to make recommendations for revisions needed to make the materials compatible with the existing Certified Camp Directors' Training Program of the ACA. A list of task force members and instructions and review forms used by the task force are included in Appendix I. Revisions to the materials, based on the first external review, were then made by project staff.

A prototype tryout of selected modules was conducted through ACA's four Managerial Training Courses at the ACA National Convention in Minneapolis, Minnesota in February, 1979. At this convention, participants were requested to review the materials, fill out an evaluation form, participate in a group discussion and return a review form to the project. A copy of the evaluation report is included in Appendix J.

Originally, a developmental field test was scheduled to be conducted at the University of Georgia during one of the ACA's Model "B" Training Programs. However, the trainer was involved in an accident and this developmental field test had to be cancelled.

Following the cancellation of the developmental field test, an internal review of the camp director training materials was conducted after which the ACA Curriculum Development Task Force again met to provide further input. Based on staff and committee recommendations, a home study developmental field test was carried out using five people who had signed up for the original field test at the University of Georgia. Also, Springfield College, Springfield, Massachusetts was selected to conduct a field test of the developed materials.

When the developmental field test results were received, project staff reviewed the recommendations, made suggested revisions and prepared copy for the final draft. These materials are now undergoing further field testing by the American Camping Association. This effort was made possible by a three year grant to ACA by the Bureau of Education for the Handicapped, Division of Personnel Preparation.

The materials for the auxiliary staff field guides were written by experts in the field of camping for the handicapped and project staff. Following the completion and internal review of the first drafts, the materials were used for the Managerial Training Courses at the 1979 ACA National Convention and prototype tested in conjunction with the camp director training program. Again, the materials underwent revisions based on recommendations made at the convention. The field guides were then reviewed by five experts identified by the ACA and revised by staff. The field guides were then prepared in final form.

Dissemination and Utilization Procedures

As an integral part of the project design, a comprehensive and systematic strategy was developed and implemented to ensure a maximum degree of dissemination and utilization of the project's deliverables. This strategy had two major thrusts: (1) information dissemination to make the project and its purposes well known to a broad audience of potential users and (2) development and implementation of a systematic plan to produce, market and disseminate project deliverables.

Information Dissemination Procedures

Dissemination of information about the project involved the utilization of a variety of procedures and techniques. Publication of information bulletins and news releases, articles in professional journals and presentations at professional conferences and meetings were the primary vehicles used. During the course of the project, staff responded to several hundred letters, telephone inquiries and other requests for information about the project.

The first Information Bulletin was sent to approximately 800 agencies during the first year and included an "information exchange index" feature. This index was useful in identifying additional agencies and individuals involved in providing camping services to the physically handicapped and in locating additional information and resources. Based on the number of indices returned, a second Bulletin was sent during the second year to over 1200 agencies and individuals. This Bulletin contained background information, project highlights, plans for future activities and a list of various committees, field test site directors and panelists, consultants and writers involved with the project. Copies of the Information Bulletins can be found in Appendix X.

Throughout the duration of the project, staff attended various professional meetings and national conferences in order to: (1) facilitate professional development; (2) contact practitioners for involvement in project tasks and activities; (3) make presentations regarding various aspects of the project and (4) disseminate project materials and information. Following is a partial list of activities engaged in by one more of the project staff:

+ presented a paper entitled "Research and Task Analysis" at the annual meeting of the National Consortium on Physical Education and Recreation for the Handicapped in Kansas City, Missouri, July, 1978.

+ attended the annual Congress of the National Recreation and Park Association in Las Vegas, Nevada to disseminate project information and meet with writers, National Advisory Committee members and the subcontractor, October, 1977.

+ attended the Kentucky Recreation and Park Society's annual meeting in Owensboro, Kentucky for a presentation regarding competency identification techniques, December, 1977.

+ presented a paper at the Missouri Therapeutic Recreation Institute V on camping and the handicapped based on Module 5 of the Camp Staff Training Program entitled "Developing Behavioral Skills", March, 1978.

+ conducted a three hour educational session entitled Competency Based Instruction - An Approach to Training Personnel in Camps Serving the Physically Disabled at the annual Congress of the National Recreation and Park Association in Miami, Florida, October, 1978.

+ conducted two 1 1/2 hour mini-institutes on camping for the handicapped at the annual Congress of the National Recreation and Park Association, New Orleans, Louisiana, October, 1979.

+ conducted a special interest session at the annual convention of the American Alliance for Health, Physical Education, Recreation and Dance, New Orleans, Louisiana, March, 1979.

+ conducted a workshop at the annual conference of the National Easter Seal Society, Chicago, Illinois, February, 1979.

+ conducted a meeting of the National Advisory Committee and disseminated project information at the international convention of the American Camping Association, Minneapolis, Minnesota, February, 1979.

+ published an article entitled "A Literature Analysis on Camping for the Handicapped" in the Therapeutic Recreation Journal, Fourth Quarter, 1978 (Marcia J. Carter and Elizabeth M. Farley).

+ published an article entitled "REACH Develops, Field Tests Handicapped Training Materials" in Camping, January, 1979 (Elizabeth M. Farley).

Production, Marketing and Dissemination Procedures

A predetermined strategy was incorporated into the project design to assure a maximum degree of dissemination and utilization of the materials developed by the project. To accomplish this objective, several primary principles were established and implemented during the course of the project. These included: (1) active involvement and participation of practitioners representing potential user groups in the development and testing of the materials; (2) active involvement and participation of potential publishers in the design and production of the materials; (3) development and implementation of a feasible and realistic plan for the production, marketing, dissemination and utilization of the project materials: and (4) identification and market analysis of targeted user groups.

Involvement of practitioners in the development and testing of the materials has been described earlier in this chapter. Practitioners were actively involved in every phase and major task of the project including the National Advisory Committee, expert review panels, task force groups, writing teams, consultants and field test personnel.

During the early stages of the project, efforts were made to identify and secure the involvement of potential publishers of the project materials. Subsequent to preliminary investigation and negotiations, it was determined that two publishers, the American Camping Association and Hawkins and Associates, Inc., offered the greatest potential for publishing and disseminating the project materials.

The American Camping Association is the world's major publisher of materials in the camping field. The ACA is a nationwide, nonprofit, nonsecular organization of people interested in organized camping. Its members are the recognized leaders of camping in America, including more than 6,000 camp directors, camp owners, camp staff members, educators, clergymen and others involved in the operation of camps for children and adults. Hawkins and Associates, Inc., is a Washington, D.C. based company specializing in the publishing and distribution of publications and educational materials for practitioners, educators and lay persons in the fields of leisure, recreation, camping, special education and rehabilitation.

The ACA and Hawkins and Associates, Inc., (through a subcontract with its subsidiary Leisure Information Service) were encouraged to contribute their expertise and resources to the project. Their involvement and contributions took several forms. The ACA provided the services of its Executive Vice President, Armand Ball, as a member of the National Advisory Committee. In addition, the ACA identified and recruited from its membership individuals who served as writers, field test site coordinators, materials evaluators and others who contributed significantly to the development and testing of the materials. The ACA also agreed to experiment with the materials by using them in their organized training programs.

Leisure Information Service assumed primary responsibility for developing a comprehensive plan for the design, production and dissemination of the training materials. In addition, LIS designed a market analysis survey instrument which was administered to approximately 4,000 potential users of the materials. A copy of the plan for the design, production and dissemination of the training materials is included in Appendix L. A copy of the report of the market survey can be found in Appendix M.

Supplemental and Related Activities

During the course of the project, a number of supplemental activities evolved that were integral to the objectives of the project but were not originally included in the project design. The most significant of these activities included: (1) the convening of a special panel of experts to investigate the role of the special educator in residential camps serving the physically handicapped; (2) the convening of a group of leaders representing national organizations, professional associations, federal agencies and the private sector to explore ways and means of identifying and developing resources to expand and advance camping and environmental education for the handicapped; and (3) the development and implementation of a plan to infuse the materials developed by the project into the Certified Camp Directors Program administered by the American Camping Association.

Role of the Special Educator in Residential Camps Serving the Physically Handicapped

In February 1978, a panel was convened at the University of Kentucky to determine the role and competencies of special educators in residential camps for the physically handicapped. Considering the difficulties faced by many camps in hiring qualified personnel, it was felt that to investigate the potential role of the special educator was extremely worthwhile.

The panel consisted of four experts and four practitioners in the fields of camping and special education. Three position statements and fifteen items listing contributions which may be made by special educators in residential camps serving the physically handicapped were developed.

A report of the procedures and preliminary results of this activity is included in Appendix N.

Planning Conference on Camping and Environmental Education for the Handicapped

In September of 1977, Project REACH was awarded a supplement to its grant to conduct a planning conference on camping and environmental education for the handicapped. The primary purpose of the conference, held in Washington, D.C. on September 19 and 20, 1977, was to bring together key personnel representing national organizations, professional associations, federal agencies and the private sector for the puspose of exploring ways and means of identifying and developing resources to expand and advance camping and environmental education for the handicapped. A specific focus of the conference was a preliminary proposal prepared by the University of Kentucky to prepare a comprehensive and detailed master plan for a model camping and environmental education center for the handicapped.

Specific objectives of the conference included the following:

- to review and discuss the extent to which camping and environmental education for the handicapped are needed in the United States;
- to explore the extent to which facilities, such as those being proposed by the University of Kentucky, might contribute to meeting the needs of the handicapped;
- to explore ways in which various national and state organizations, federal and state agencies and the private sector might become involved in the planning and implementation of projects such as the one being proposed by the University of Kentucky; and
- to make recommendations for further action.

The planning conference agenda, list of participants and other conference materials and documents are included in Appendix O.

Plan to Infuse REACH Materials into ACA's Certified Camp Directors Program

In March, 1979, the University of Kentucky applied for and received supplemental funding to initiate and implement a plan designed to facilitate the infusion of Project REACH materials into the Certified Camp Director Training Program administered by the American Camping Association. Specifically, the funding provided for the following additional outcomes:

- review and evaluation of the Camp Director Training materials by an official committee of the American Camping Association's National Leadership Certification Board;
- comparison of Project REACH's competencies and objectives with the ACA's competencies and objectives to determine the degree to which they are compatible;
- evaluate and recommend use of selected Project REACH program modules for ACA's Managerial Training Workshops based on a prototype tryout of the materials;

- field testing of Project REACH's Camp Director Training Program through ACA's Model "B" certification program; and
- dissemination of information about the program through ACA publications including its nationally and internationally circulated journal The American Camper.

At the present time, all activities except the field testing of the Camp Directors Training Program have been completed and reported on in earlier sections of this report. Plans have been finalized for the ACA to field test the materials in the spring of 1980. It is expected, as a result of this activity, that the curriculum of the ACA Certified Camp Directors Training Program will be revised and expanded to ensure that camp directors acquire the attitudes and competencies required to meet the needs of handicapped campers participating in their programs.

Chapter 4

RESULTS

Project REACH produced numerous results in both tangible and intangible forms. This chapter provides an overview of what were considered to be the most significant results of the project. The chapter is divided into two sections, deliverables and other results.

Deliverables

The deliverables of this project are comprised of a series of booklets and competency-based instructional materials designed and produced in a systems design format. The materials are collectively titled The Camp Staff Training System. The system is divided into two major series; The Camp Staff Training Series and The Camp Director Training Series.

Camp Staff Training Series

The core of the Camp Staff Training Series consists of six separate modules in an 8 1/2 X 11 inch, perfect bound format. These modules were designed to provide basic skills, knowledge and behaviors needed for working in a camp with emphasis on services for the physically handicapped camper. The training program is oriented to field application and features individualization of learning experiences.

The objectives, learning activities and evaluation methods focus on the specific duties which the camp counselor or program specialist does on the job. Although the program can be used in a variety of ways — as a college course, as an institute or workshop, or as pre-camp training — the emphasis is always on the practical application of learning in a camp setting. Modules in this program include:

Module 1: An Orientation to Camping and the Camp - 119 pp. (Appendix - P-1)
Module 2: Knowing the Campers - 127 pp. (Appendix P-2)
Module 3: Camp Program Planning and Leadership - 142 pp. (Appendix P-3)

Module 4: Camp Health and Safety Practices - 87 pp. (Appendix P-4)
Module 5: Dealing with Camper Behavior - 131 pp. (Appendix P-5)
Module 6: Evaluating the Camp Experience - 145 pp. (Appendix P-6)

I. Pre-Camp
II. On-the-Job Training

The Camp Staff Training Series also includes four field guides for auxiliary camp staff including camp nurse, maintenance supervisor, food services supervisor and secretary. The field guides were produced individually in a 6 X 9 inch, saddle stitch format. They include:

Field Guide 1: Camp Secretary - 25 pp. (Appendix Q-1)
Field Guide 2: Camp Nurse - 81 pp. (Appendix Q-2)
Field Guide 3: Camp Food Services Supervisor - 39 pp. (Appendix Q-3)
Field Guide 4: Camp Maintenance Supervisor - 82 pp. (Appendix Q-4)

Also a part of this series are the Prototype Staff Manual (8 1/2 X 11 inch, perfect bound, 75 pp.) and the Directory of Agencies Concerned with Camping for the Handicapped (8 1/2 X 11 inch, saddle stitch, 86 pp.). The Prototype Staff Manual is designed to depict exemplary policies and procedures for the typical camp. The manual can be found in Appendix R. The Directory of Agencies Concerned with Camping for the Handicapped was compiled to aid interested parties to locate information and resources about camping for the handicapped in each of the 50 states. The directory is included in Appendix S.

A total of 1,300 copies of the 12 books and guides that comprise the Camp Staff Training Series were printed. Of that total, 300 copies were printed for the project and will be disseminated free of charge to key organizations and individuals concerned with training personnel to provide camping services to the physically handicapped. The remaining 1,000 copies were purchased on an overrun basis by the American Camping Association and Hawkins and Associates, Inc. for dissemination through their publications divisions. The materials produced are viewed as an experimental edition and have not been officially copyrighted.

Camp Director Training Series

The Camp Director Training Series focuses on the knowledge and competencies needed to directly supervise and administer all camp operations, including those in camps serving physically handicapped individuals. Their use will aid in the development of a philosophy, goals and objectives and the selection of camp services to meet those objectives, facility design and management, development of organizational structure, and of a system for evaluation and quality control.

The trainee is offered a variety of learning activities from which selection can be made of those best suited to individual needs. Each module in the series has been written so that the trainee may choose to participate in a group study situation or to study independently. The nine modules comprising this series include:

Module 1: Orientation to Organized Camping
Module 2: Knowing the Physically Disabled Camper
Module 3: Comprehensive Planning for Camp Facilities and Operations
Module 4: Maintaining Camp Facilities and Properties
Module 5: Camp Communications and Public Relations
Module 6: Guidelines for Camp Health and Safety
Module 7: Managing Camp Business and Finance
Module 8: Providing Camp Services for Physically Disabled Campers
Module 9: Promoting Growth and Development of Camp Staff

The materials comprising the Camp Director Training Series will undergo more extensive field testing before they are prepared for publication and general dissemination. The extended field testing is being carried out in cooperation with Project STRETCH administered by the American Camping Association with a grant from the Bureau of Education for the Handicapped, Division of Personnel Preparation. The primary objectives of Project STRETCH include:

+ to test the value of the Camp Director Training Series materials for all camp directors;

+ to aid in the professional development of the camp director specializing in camping programs for the handicapped; and

- + to increase the awareness and skills of other camp directors who may not have had exposure to handicapped individuals or who may not have considered the possibility of including handicapped campers in their programs.

It is anticipated that the materials will be revised and improved on the basis of the results of the extended field testing after which they will be published and disseminated in final form. A copy of the Camp Director Training Series materials can be found in Appendix T.

Other Results

It is not possible to measure the full impact and effect that Project REACH has had on practitioners, educators, students and other professionals in positions to influence the quantity and quality of camping services for the physically handicapped. During the course of the project, hundreds of individuals were directly involved with the project and additional thousands were reached through information bulletins, journal articles, formal presentations, surveys and other project activities.

While we can not gauge the extent to which attitudes have been changed, new knowledge imparted or practice influenced; the following outcomes have resulted which hold promise for future impact on the provision of camping services for the handicapped:

1. The American Camping Association, through its formalized training network, publications and a special training project funded by the Bureau of Education for the Handicapped, has assumed a leadership role in advocating mainstreaming of handicapped individuals in regular camp programs throughout the United States. Because of the ACA's persuasive influence on organized camping, this advocacy could potentially benefit every handicapped person in the United States.

2. As a result of this project, a proposal has been developed by the University of Kentucky to develop and implement a comprehensive master plan to construct and operate a model camping and environmental education center to demonstrate model programs to mainstream handicapped individuals into regular camping and environmental education service delivery systems. This model facility would provide for direct services to the handicapped, experimental and applied research and pre and inservice training to prepare personnel to plan and implement camping and environmental education

programs designed to meet the special and unique needs of the handicapped.

This proposal has received the support and endorsement of leaders in the camping field, federal agencies, education, professional organizations and the U.S. Congress. Work is continuing to refine the concept and secure funding to implement the preliminary phase of the project.

3. The fact that this project was supported with federal funding is in itself significant. This significance was perhaps best stated by Dr. Ed Martin who wrote in the foreward of the Camp Staff Training Series:

> The Bureau of Education for the Handicapped has for many years recognized the educational value of camping as an important aspect in the lives of handicapped children. Since 1971, when our Bureau provided funding to help sponsor the National Conference on Training Needs and Strategies in Camping, Outdoor and Environmental Recreation for the Handicapped at San Jose State University, there has been a nationwide movement toward including handicapped children and youth in organized camping programs.
>
> The Bureau of Education for the Handicapped is committed to the goal of equal and quality life for every handicapped child in the United States. Opportunity to participate in camping programs on an equal basis with their nonhandicapped peers is a right to which all handicapped children are entitled. However, this goal can be achieved only if those responsible for the provision of camping services are likewise committed to this goal.

CHAPTER 5

RECOMMENDATIONS

Based on the results of this project, a number of issues and problems were identified which warrant further study and action. Following is a brief description of those considered to be of greatest significance:

1. Analysis of the literature and research dealing with camping for the handicapped suggests that camping experiences provide the handicapped with opportunities to develop skills which aid in their growth and development. It can be further inferred that these benefits may be of value in enhancing self attitudes. There is a need for additional research to substantiate these inferences.

2. While there is general acceptance among professionals of the value of camping experiences to the handicapped, many programs are being cut back or eliminated due to lack of funding. It is recommended that federal funding be made available to support the planning, implementation and operation of camping programs that serve the handicapped.

3. Cooperation and coordination of resources among federal agencies is needed to facilitate a comprehensive approach to providing opportunities for the handicapped to participate in quality camping experiences.

4. The private sector of the organized camping movement must take the lead to ensure that their facilities and programs are accessible to the handicapped and that their personnel are adequately trained and prepared to provide for the special needs of handicapped campers.

5. Educators need to be made more aware of the learning potential of camping experiences. The camp environment may very well represent the ultimate "least restrictive environment". School camp programs, conducted on a limited basis in some states, should be supported and implemented on a comprehensive basis.

6. There is a need for greater communications and collaboration between camp owners and managers and school personnel to explore and develop strategies for utilizing camp facilities and resources for the development of educational and recreational programs for handicapped children.

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APPENDIX A

ANNOTATED BIBLIOGRAPHY ON CAMPING AND ENVIRONMENTAL EDUCATION FOR HANDICAPPED CHILDREN AND YOUTH

ABOUT THE BIBLIOGRAPHY

The following bibliography contains over 500 citations pertaining to camping and outdoor education services for special populations. It includes journal articles, books, pamphlets, monographs, masters theses, doctoral dissertations, as well as a few unpublished materials. The citations, which date from 1935 to the present, represent a major portion of the literature presently available on the subject.

All types of camping are covered in the bibliography. There are several citations concerned with facilities and services offered to special populations on a non-organized basis. However, as expected, the vast majority of the citations pertain to organized camping programs. Residential camping is the predominant type of camp program found in the bibliography. Day camping is the second most frequently found type followed by survival camping and school camping. Trip camping and family camping programs, which are relatively new phenomena with special populations, are the least common.

The special populations included in the bibliography are the physically disabled, mentally retarded, emotionally disturbed, sensory impaired, juvenile delinquent, learning disabled, disadvantaged, aged, and drug addicts. About 45 percent of the citations pertain to the first three of the aforementioned groups. These three, physically disabled, mentally retarded, emotionally disturbed, are almost equally represented in the bibliography.

The substance of the literature contained in the bibliography ranges from pictorial presentations to reports of sophisticated research. Most frequently encountered are descriptions of specific camp programs. These descriptions can be found among the earliest dated citations, as well as the most recent. The descriptions usually include reference to the camper, staff, activities, and program objectives. Viewed as a whole, these articles reveal some interesting insights into trends in the camping movement. Individually, they provide many innovative ideas for camping service providers.

Research studies are also prevalent in the bibliography. Experimental research, particularly on the effects of camping, is the most frequently cited study. Surveys, case histories, and historical reserach can also be found, but are less common. The quantity and quality of the research being conducted in the field of camping for special populations appears to be increasing. However, there are still a great number of unanswered and unasked questions for future researchers to explore.

Topically, the bibliography is quite varied. Camping activities, the benefits of camping, administrative concerns, and integrated camping are only a few of the subjects covered in the bibliography. In total, the bibliography reflects the state-of-the-art to date. It is hoped that it will serve as a useful tool to both scholars and practitioners in determining where they have been and in planning the future for the special camping movement.

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ANNOTATED BIBLIOGRAPHY

1. Abbott, G. D.
1969. Camp for juvenile diabetics: a pilot scheme. New Zealand Med. Journ. 69(May): 276-277.

Describes a camp session for 20 diabetic children in which observations of diabetic control were made and reported to parents and physicians.

2. Academic Therapy Publications.
1970. Third annual directory of facilities for the learning disabled--1970. San Rafael, California: Academic Therapy Publications.

Lists facilities for the learning disabled including schools and clinics, summer camps, and parent and professional organizations. Summer camp listings are alphabetical by state. In addition to the name and address of the camp, some describe the available treatments and age limitations.

3. Academic Therapy Quarterly.
1968. 1968 annual directory of summer camps for learning disabled children. Academic Therapy Quarterly 3(Second Quarter): 96-98.

Lists 7 summer camps in California, Maryland, New York, Pennsylvania and Canada which provide programs specifically for the learning disabled child. Program, age range, capacity, date of sessions, and fees are given for each camp.

4. Ackerman, Ora R., and Grubb, Allen.
1963. Organized camping in America: therapeutic camping with adult psychiatric patients. Rec. in Treatment Centers 11(September): 39-40.

Summarizes a five-year study of a residential camp for psychiatric patients from Evansville State Hospital (Indiana).

5. Ackerman, Ora R., and others.
1959. Group camping as a therapeutic experience with psychiatric patients. Canadian Journ. of Occupational Therapists 26(September): 73-80.

Evansville State Hospital's camping project (September, 1958, in Evansville, Indiana) involved 80 psychiatric patients in a 5-day camp. Report of project includes suggestions for future camps.

6. Ackerman, Ora R., and others.
1959. Patients go camping in Indiana and in Texas. Mental Hospitals 10(June): 16-18.

Presents reports of camping programs for patients from state mental hospitals.

7. Acuff, Sidney H.
1961. Camping, transition between hospital and home for the adult mentally ill. Journ. of Health, Phys. Ed. and Rec. 32(May): 24-25, 62.

An experimental program begun in 1955 by the Tennessee Eastern State Hospital in Knoxville used camping as a means of easing transition between the institution and the community for adult psychiatric patients. Daily camp routine and the advantages of camping as a preparation for discharge are described.

8. Adams, Ronald C.
1973. Trampoline tumbling for children with chronic lung disease. Journ. of Health, Phys. Ed. and Rec. 44(April): 86-87.

Trampoline tumbling for children with asthma and cystic fibrosis was studied at the Children's Respiratory Health Camp run by the University of Virginia Children's Rehabilitation Center and was found to be of therapeutic value.

9. Adams, Walter Dale.
1969. Survival training: its effects on the self-concept and selected personality factors of emotionally disturbed adolescents. Unpublished doctoral dissertation: Utah State University.

Survival training as a supplement to or replacement for institutionally based therapy for emotionally disturbed adolescents was investigated. Found a significant increase in self-concept and a modification of selected personality factors toward improved personality integration after a 30-day survival training course.

10. Adler, Louise.
1950. Day camping for children in bed. Recreation 44 (April): 34-35.

Describes briefly day camping activities for children confined to their beds.

11. Akerblom, H. K.
1969. The control of diabetes in summer campers, with special reference to acetone bodies. Diabetologia 5(No. 4): 233-237.

The effects of camp life on the control of juvenile diabetes were studied with particular attention to the role of exercise. Found exercise was not harmful when limited to average activity for the age group.

12. Akron Public Schools.
1972. Academic day camp. Akron, Ohio: Akron Public Schools. (mimeographed)

Improvement of self-concept and academic skills was studied at a summer day camp supported by ESEA Title I funds. The program included English and math classes and cultural and recreational activities.

13. Alabama Medical Association.
1961. Camp Seale Harris: two-week camp for diabetic children. Journ. of Med. Assn. of the State of Alabama 31(October): 132-134.

Describes the camp program for diabetic children run at Camp Seale Harris.

14. Albert, Russell.
1970. A concentrated program of outdoor education for educable and trainable retarded. Thera. Recr. Journ. 4(Second Quarter): 26-32.

A 7-week summer program of outdoor education for 9 to 17 year old TMR and EMR children was conducted by a team of special educators and activity aides.

The program was considered to be a highly successful learning experience for the group. Suggestions for further study are given.

15. Aldrich, Gordon J., and MacDonald, D. S.
1952. An experimental camp for emotionally disturbed boys. Journ. of Child Psychiatry 2(Section 3): 245-251.

A camp for emotionally disturbed boys (age range 8-15 years) which was co-sponsored by the Big Brother movement of Toronto and the Lions Club of Toronto used psychological consultation in the camp program. It was reported that many campers grew in emotional health as a result.

16. Amen, Ruth M.
1968. Programs for retarded girls. Group Work and Leisure Time Programs for Mentally Retarded Children and Adolescents. Washington, D.C.: Children's Bureau, Social and Rehabilitation Service.

The expansion and advancement of the Camp Fire Girls program to include the mentally retarded is discussed. Resident summer camps are among the services mentioned.

17. American Alliance for Health, Physical Education and Recreation.
1976. Challenging opportunities for special populations in aquatic, outdoor, and winter activities. Washington, D.C.: American Alliance for Health, Physical Education and Recreation/Information and Research Utilization Center.

Provides comprehensive listings of information dealing with challenging, adventurous, and unusual activities for disabled persons. Includes ongoing programs, resource personnel, equipment, publications, research reports, audiovisual materials, and unpublished materials.

18. American Alliance for Health, Physical Education and Recreation.
1976. Involving impaired, disabled, and handicapped persons in regular camp programs. Washington, D.C.: American Alliance for Health, Physical Education and Recreation/Information and Research Center.

Presents rationale and basis for integrating camp programs, as well as practical approaches to integrated camping. It is a practical source book for persons considering integrating their camp program.

19. American Association for Health, Physical Education and Recreation.
1972. Anchor--answering the needs of children with handicaps through organized recreation. Journ. of Health, Phys. Ed. and Rec. 43(January): 85-86.

A 6-week summer program for physically and emotionally handicapped children in Hempstead, New York, uses volunteer workers aged 14 to 18 to enhance social integration of the participants. Goals and program are described.

20. American Association for Health, Physical Education and Recreation.
1971. Camp Hidden Valley. Journ. of Health, Phys. Ed. and Rec. 42(May): 73-74.

Camp Hidden Valley offers a 3-week session in which equal numbers of disabled and non-disabled campers participate. There are no obvious program considerations for the disabled, only minor alterations in the camp design (ramps, etc.).

21. American Camping Association.
1972. Camp standards with interpretations for the accreditation of organized camps. Bradford Woods, Martinsville, Indiana: American Camping Association.

Standards for ACA accreditation are cited. Part II-C, added in April, 1974, contains camp standards for camps serving physically disabled persons.

22. American Camping Association.
1966. Camping for the handicapped. Camping Mag. 8 (November/December): 29.

Charlottesville, Virginia, Kiwanis Club sponsored a 6-day camp for 12 physically disabled boys and girls, ages 5 to 12 years. It was reported to be the first time a children's rehabilitation center had used a national park system area for a residential camp.

23. American Camping Association.
1968. Handicapped camper survey. Camping Mag. 40 (April): 31.

A survey of 165 non-specialized camps in Virginia was made to determine the extent of integrated camping. Two-thirds of the camps accepted children with handicaps, but half of these only accepted children with minor handicaps. Reasons given for not accepting handicapped campers were that surroundings would be too dangerous, it would embarrass the other children, and the demand on staff and facilities would be excessive.

24. American Camping Association.
1968. Ingenuity brings camp to more kids. Camping Mag. 40(September/October): 13.

Discusses adaptations, such as ramps, heating the swimming pool, and building two-story buildings so that they can be entered on ground level on both floors, which can be used to enable the physically disabled to participate in a camp program.

25. American Camping Association.
1967. Patients enjoy camping stay. Camping Mag. 39 (February): 31.

Describes a 2-week camp at the H. E. Buth Foundation Camp for 80 mentally disturbed patients from Terrell State Hospital (Texas).

26. American Camping Association.
1954. Programs for the handicapped children. Camping Mag. 26(April): 32.

Report on a special interest session at the 1954 national convention. Main emphasis was on need for adequate pre-camp training of counselors for the handicapped.

27. American Camping Association.
1972. Research shows campers improve self-concept. Camping Mag. 44(November): 12.

A research project conducted to evaluate the effect of camping on the self-concepts of underprivileged children (8-14 years old) found marked positive improvement of self-concept as a result of the camping experience.

28. American Camping Association.
1952. Serving the handicapped camper. Camping Mag. 24(June): 26-27.

Four articles from the Kindred Group Sessions of the 1952 ACA convention are given. They deal with evaluation of handicaps, programs for the handicapped, intake policies and procedures, and administration of camps for the handicapped.

29. American Camping Association.
1967. Young and old work together. Camping Mag. 39 (March): 44.

Camp program for children and senior citizens was described and the integration of these two age groups was advocated.

30. American Nursing Association.
1965. Camps for children with muscular dystrophy. Am. Journ. of Nsg. 65(June): 76-77.

Camps for children with muscular dystrophy were pictorially presented.

31. Amsden, Robert L.
1936. The summer camp as a behavior clinic. Mental Hygiene 20(April): 262-268.

Describes the camp program at Camp Onawama (Michigan) in which guidance techniques were used to improve the behavior of socially maladjusted children.

32. Anderson, Roger J.
1966. Canoeing and wilderness camping. Challenge, Newsletter of the Project on Recreation and Fitness for the Mentally Retarded (AAHPER) 2(February): 4-5.

Four EMR children participated in a 4-day canoeing and wilderness camping trip. In preparation for the trip, the children participated in 6 training sessions, including general orientation, familiarization with equipment, menu planning, clothing needs, packing, and canoeing.

33. Ansell, Charles.
1953. Camping for the older adult. Jewish Center Program Aids (March).

Problems of intake, staff, and Jewish cultural content in a 2-week camp program for senior citizens are discussed.

34. Arronson, Warren.
1972. Recreation and physical education in the special education environment. Thera. Recr. Journ. 6 (First Quarter): 11-13, 35-36.

Discusses program design, development, and dissemination of results of selected federally funded projects. Among those discussed is a summer camp program in Colorado specializing in learning disabled children.

35. Arslaner, Carol, and others.
1972. Day camping for developmentally disabled and exceptional children. Springfield, Illinois: Illinois Department of Mental Health, Division of Mental Retardation Services.

Guidelines for developing a day camp for developmentally disabled children are presented. Administration, physical activities, arts and crafts, music activities, and behavior problems are discussed. See also, Keck, S. A., and others, Day camping for the trainable and severely mentally retarded, which is an earlier edition of this publication.

36. Arthur, Thomas E., Phillips, George McK., and Thomas, Susan B.
1976. Camping by objectives. Thera. Recr. Journ. 10 (Fourth Quarter): 132-138.

Camping was used as a therapeutic agent with mentally ill hospital and day care patients. A "camping-by-objectives" philosophy guided the program. The experience and results are described.

37. Association for the Help of the Retarded.
1963. Selected papers--first annual institute on camping with the mentally retarded. New York: Association for the Help of the Retarded.

Eight papers are presented. Topics include basic issues of camping for the mentally retarded, day and residential programs, and integrated and segregated programs.

38. Avedon, E. M.
1966. Outdoor facilities for the aged or disabled. Parks and Recreation 1(May): 426-429.

Guidelines to assist recreation planners in planning outdoor facilities for use by disabled participants are presented. It includes adaptations for picnic areas, swimming pools, telephones, toilets, and cafeterias.

39. Ayrault, E. W.
1971. Helping the handicapped teenager mature. New York: Association Press.

Problems of the disabled teenager are discussed. Also included is a directory of resources such as agencies, special camps, and colleges with facilities for the disabled.

40. Baer, Lorraine, and Stanley, Phyllis.
1969. A camping program for the trainable retarded. Education and Training of the Mentally Retarded 4(April): 81-84.

Fifteen students from the Rockland County School (New York) for TMR children participated in a 4-day camping project. Marked advancement was noted in the areas of language development, communication, and speech as a result.

41. Baker, Bruce L.
1973. Camp Freedom: behavior modification for retarded children in a therapeutic camp setting. Am. Journ. of Orthopsychiat. 43(April): 418-427.

The progress of 25 retarded children who attended an experimental summer camp based on principles of behavior modification was compared with a matched group of 15 children who did not attend camp. Campers demonstrated significantly greater progress in predetermined target areas.

42. Baker, Sheila A.
1967. A day camp in Pennsylvania. ICRH Newsletter 3 (February): 2.

Describes a day camp for TMR youth aged 7 to 22 years which uses a 1 to 2 staff/camper ratio and offers a wide variety of recreation and craft activities.

43. Baltimore Department of Public Welfare.
1953. Camp Wood for senior citizens. Baltimore, Maryland: Department of Public Welfare.

The brochure describes a camp for older persons sponsored by the city of Baltimore.

44. Barcus, Carolyn G., and Bergeson, Roland G.
1972. Survival training and mental health: a review. Thera. Recr. Journ. 6(First Quarter): 3-7.

A review of the literature evaluating the contribution of outdoor survival training to mental health is presented. The authors report a limited amount of research, with findings which indicate that positive changes in personal functioning can result from survival training. They recommend in future studies to use control groups and a greater variety of personal functioning tests.

45. Barker, B. W., and Weisman, M. N.
1966. Residential camping for chronic mental patients. Journ. of Rehab. 32(July/August): 26.

A camping experience for 50 chronic mental patients from Maryland State Mental Hospital was used to enhance social interaction skills. Authors claim that a sizeable number of the patients were enabled to leave the hospital as a result.

46. Barnett, Marian Weller.
n.d. Handicapped girls and girl scouting: a guide for leaders. New York: Girl Scouts of America.

The merits of integrating handicapped girls with existing troops vs. the merits of forming their own troops are discussed. The author presents principles of adapting activities, especially camping, to meet needs of specific handicapping conditions.

47. Bateman, Barbara.
1968. A pilot study of mentally retarded children attending summer day camp. MR/Mental Retardation 6(February): 39-44.

Samples from 4 summer day camps for MR children were given a battery of tests before and after an 8-week camping experience. Changes in attitudes of counselors and parental appraisal of the experience were also obtained. Results suggest that many MR children can benefit from summer day camp and the benefits are related to the type of program offered.

48. Bauman, Mary K., and Shaurre, Susan.
1962. A comparison of blind children from day and residential schools in a camp setting. International Journ. of Educ. of the Blind 11(March): 74-77.

Describes a pilot study in which possible differences in social competency, self-sufficiency, interpersonal skills, and mobility between blind children from day and residential schools in a camp setting were investigated.

49. Bavley, Fred.
1970. New horizons for disadvantaged youth. Camping Mag. 42(February): 16, 34.

A camping program used to rehabilitate incipient delinquents by emphasizing human relations and sensitivity training is discussed in terms of its effect on attitudes, behavior patterns, and values.

50. Bavley, Fred.
1971. Prevention of potential juvenile delinquency through camping. Boston, Massachusetts: Kiddie Kamp Corporation.

Report of investigations of using camping to prevent juvenile delinquency is presented. It is concluded that, although not 100% effective, camping could be used effectively with many potential juvenile delinquents.

51. Bavley, Fred.
1972. Two year experiment proves--camp can change camper attitudes. Camping Mag. 44(July): 18.

A follow-up report of the pilot project at Kiddie

Kamp, in which a month-long camping experience was used to channel the energies of potentially delinquent boys, is presented.

52. Bean, Margaret A.
1972. Camp Lighthouse. Am. Journ. of Nsg. 72(May): 950-953.

Under the auspices of the N. Y. Association for the Blind, Camp Lighthouse provides 2- and 3-week intensive camping experiences for groups of teenagers and adults who are legally blind. Along with a recreation program, activities are designed to help campers develop skills for living in the sighted world and for helping themselves.

53. Benet, Brother.
1966. Camping with the chronic sick. Nsg. Mirror 122(23): 1-2, 16.

Describes a camping experience for geriatric patients in North Yorkshire, England. Borstal boys assisted in feeding the campers, taking them for walks, and socializing.

54. Benson, R., and Goldberg, J. A.
1951. The Camp Counselor. New York: McGraw Hill Book Company.

A general reference pertaining to the camp counselor, which contains sections on qualifications, objectives, duties, social and personal needs, attitudes, socialization, legal provisions, medical emergencies, and personal-emotional problems. A portion is devoted to physically handicapped campers and their adjustments.

55. Bent, Sandra, and Miller, Guion.
1969. Integrating mentally retarded campers into a camping program and facility specifically designed to meet the needs of the physically handicapped. Wilmington, Delaware: Easter Seal Society for Crippled Children and Adults of Baltimore.

Reports findings of a 2-year study. Found that retardation was accepted by the physically disabled camper as another disability. Also found that the 2 groups could be integrated at almost all levels of activity except when emotionally disturbed retarded are involved.

56. Berg, Robert B.
1958. Psychology in Children's Camping. New York: Vantage Press.

Describes the psychological approaches used to meet the needs of children in a camp setting. The developmental stages of growth and the benefits of camping in the various stages are detailed.

57. Berube, Pierre.
1975. Survival camping: a therapeutic modality. Journ. of Leisureability 2(January): 14-20.

Describes the 4 components of survival camping--fear stress, life stress, skill development, and environmental manipulation--in terms of their possible therapeutic effects.

58. Binion, Frances Powell.
1950. A study of camp programs in selected camps for physically handicapped children. Unpublished Master's thesis: Smith College.

The availability, geographic location, types of campers served, and general organization of camps for physically handicapped children in the United States were studied. It was concluded that camping for physically disabled is a growing movement, more day camps are needed, trend is toward coeducational camps, counselor/camper ratios are low, financial assistance is usually available to campers, selection of campers needs to be more careful, emphasis is on social growth, arts and crafts is most often used activity, and there is a need for standards.

59. Birebaum, Arnold, and Schwartz, Arthur.
1968. Recreation for the mentally retarded: a community based program. New York: Association for Help of Retarded Children.

A federal grant has allowed more than 500 MR persons of all ages in New York City to take part in the varied community recreation programs of the group work recreation and camping department of the Association for Help of Retarded Children. Aims of the 3-year study are discussed.

60. Blanchard, Earl.
1967. Programming for disturbed campers. Camping Mag. 39(February): 16.

Meeting the needs of the emotionally disturbed camper through cabin placement, structured programming, and setting goals is discussed.

61. Blatt, Vivian M.
1969. Vista workers camp with patients. Hosp. and Commun. Psychiatry 20(June): 182-183.

Describes a camping experience for chronically mentally ill patients in West Virginia. Vista workers helped plan and carry out the program. Patient improvement was attributed to the program.

62. Blecks, Virginia L.
1963. Some of the important factors which were considered in the establishment of camping programs for exceptional children. Unpublished Master's thesis: Bowling Green State University.

An investigation of the program modifications needed in camps serving the handicapped showed that when similarly handicapped youngsters were together or when a handicap was not crippling, a nearly normal program could be maintained. As the degree of crippling and the variety of handicaps in the camp increased, the need for modifications increased.

63. Blood, Robert O., and Livant, William P.
1957. The use of space within the cabin group. Journ. of Social Issues 13(1): 47-53.

In treatment of emotionally disturbed, "grouping" in cabins sets framework within which interaction occurs. Article explores one way in which cabin group operates, namely in its use of space. Hypothesizes that members of a group will arrange themselves spatially in ways that reflect and implement their social relationships. Recommends further study.

64. Bloom, Joel.
1971. Values of a good camping experience. Camping Mag. 43(April): 4.

Outlines 6 basic values of a camping experience. Stresses the evaluation of the camp experience as an important means of improving and expanding services.

65. Blume, Robert, and Blume, Delorys.
1971. Camping with inner city kids. Today's Education 60(March): 32-33.

Effects of camping trip on first grade disadvantaged children are discussed.

66. Blumenthal, Louis H.
1937. Group work in camping. New York: Association Press.

Reference covers group functioning in camp, social controls in camp, the camp leader in the group work process, and the individual and the group. The importance of the group in individual growth is explained.

67. Bogardus, La Donna.
1970. Camping with retarded persons. Nashville, Tennessee: Board of Education of the United Methodist Church.

Pamphlet discusses the value of camping for retarded persons and describes the "why, what, and how" of running a camp program.

68. Boy Scouts of America.
1976. Scouting for the Physically Handicapped. 1976 Revision. North Brunswick, New Jersey: Boy Scouts of America.

Designed for scout leaders working with physically disabled boys, this booklet describes social and physical benefits of scouting, suggestions for integrated and special units, and information on disabling conditions.

69. Boy Scouts of America.
1971. These our brothers: a guide to scouting with the handicapped. New Brunswick, New Jersey: Boy Scouts of America.

Provides guidelines for including the handicapped in a scouting program.

70. Boyd, David E.
1972. Always in my heart. Journ. of Health, Phys. Ed. and Rec. 43(October): 81-82.

Reports observations of the use of an outdoor school at Camp Greentop for TMRs.

71. Boyd, Mary M.
1970. Parks for all seasons--and for all people. Parks and Recreation 5(May): 22-23.

The National Park Service has attempted to bring the parks to the urban poor through a number of projects in Washington, D.C. Among the offerings of the park service is a camp for inner-city children.

72. Brackey, E. Lynn.
1968. Florida day camp completes its fifth summer. ICRH Newsletter 3(14): 3.

Thirty-four physically and mentally disabled children participated in an overnight camping experience at a day camp in Jacksonville, Florida. The program resulted from a cooperative effort of local agencies and professionals.

73. Brandt, Bonnie.
1965. Towson YMCA program for handicapped children--the adventurers' club and Camp Discovery. Maryland State Med. Journ. 14(May): 67-68.

The Towson YMCA (Maryland) runs a day camp program on Saturday mornings for physically and mentally disabled children. It is a diversified program including swimming, playing, crafts, and special activities.

74. Brannan, Steve.
1969. Outdoor education . . . stimulus for the mentally retarded. Oregon Education 43(December): 8-12.

A special summer camping program involving 40 EMRs was conducted by teachers of EMRs from Portland State University. The camping experience made teaching and learning more meaningful and provided students with greater motivation by applying their school learning to practical outdoor situations. The education-recreation concept is recommended for training special and regular educators.

75. Brett, James J.
1971. Pathways for the blind. Conservationist (June/July): 13-16.

Gives a brief description of Pennsy Oerwood Braille trail which includes questions to stimulate hikers' thoughts about man's relationship to nature.

76. Britten, Anthony F. H., Allen, Donald M., and Morse, Doreen.
1970. Hemophiliacs at summer camp. Journ. of the AMA 213(August 3): 873.

Letter discusses a pilot study in which 15 hemophiliac boys attended a private boys' camp in Maine with boys without disabilities. Several campers were medically improved by the experience.

77. Brodkin, Arthur.
1968. Programs for the mentally retarded. In Group work and leisure time programs for mentally retarded children and adolescents. Washington, D.C.: Social and Rehabilitation Service, 18-24.

Jewish community centers and YM and YWHAs provide at centers and in camp settings programs and activities for MR children and adolescents. In the majority of cases, programs for the MR are integrated. Experience indicates that the needs of MR individuals are best served by coeducational peer groups.

78. Buell, Charles.
1956. Outdoor education in a school for the blind. Except. Childr. 23(April): 266.

An educator involved with the blind discusses the concept of outdoor education for the blind and describes the first program noted in the United States (Salem, Oregon).

79. Burnes, A. J., and Hassol, Leonard.
1966. A pilot study in evaluating camping experiences for the mentally retarded. Mental Retardation 4(August): 15-17.

The effect of a camping experience on the social competence of retarded children was studied. A "companion model" experience in which counselors were from the campers' peer group was used.

Results indicated a significant improvement in observed social competence over the duration of the program.

80. Burns, Gerald P.
1950. Camping for the handicapped. Journ. of Health, Phys. Ed. and Rec. 21(May): 312.

Article briefly discusses the need for camps which serve handicapped individuals.

81. Burpee, Jane.
1974. Educational camping tours of western Canada, integrating handicapped and non-handicapped teenagers. Canadian Journ. of Occupational Therapists 41(Summer): 10.

A travel experience was provided to a group of handicapped and able-bodied teenagers whose opportunities to travel were limited by handicap or finances. Purposes of the trip were to provide a learning experience in Canadian geography; to integrate able-bodied and disabled in one group; to improve skills of camping, travel and self-help; and to provide an experience in group living.

82. Cable, Louis A.
1972. The blind "see" the world of nature on the Braille trail. Journ. of Health, Phys. Ed. and Rec. 43(January): 85.

The Braille trail of Bucks County Department of Parks and Recreation and its use are briefly discussed. This is the first of a 3-part article on programs for the handicapped.

83. California Youth Authority Department.
1965. Planning local rehabilitation programs for juvenile offenders. Sacramento, California: State of California Documents Section.

Camp programs are advocated as a rehabilitation resource for delinquency problems within a community for certain types of children.

84. Camp Confidence.
n.d. Camping and outdoor education for the mentally retarded. Brainerd, Massachusetts: Camp Confidence.

A mimeographed manual for groups using Camp Confidence. It describes values to be derived from a camping experience and provides suggestions for activities.

85. Camp Wediho Staff.
1959. Therapeutic camping. Boston, Massachusetts: Guidance Camps, Inc.

Booklet provides an overview of the camp program at Camp Wediho. In addition, it provides pertinent information for establishing a therapeutic camp which could be of use to other communities and agencies.

86. Campbell, Robert A., and others.
1968. C/F kids make good campers--the congenitally malformed XV. Northwest Medicine 67(May): 458-461.

Discusses summer camp program held at Mt. Hood Kiwanis Club Camp for cystic fibrosis children. The children demonstrated easy adaptability to the camping situation and tolerated vigorous outdoor activity.

87. Canadian Association for Retarded Children.
1968. Camps for the retarded in Canada. Mental Retardation 18(1): 23-25.

Camps for the mentally retarded in Canada allow the individual to function as independently as possible in a permissive environment while emphasizing active recreation, nature study, and crafts.

88. Carroll, Arthur J.
1973. Efforts to adapt national forest recreation areas for use by the handicapped. Thera. Recr. Journ. 7(First Quarter): 41-45.

Discusses the needs of the disabled as they relate to the design and construction of all recreation facilities on national forest lands. An inventory of forest facilities that meet these needs is given.

89. Carter, Clyde.
1947. Camping for the city-bound. Crippled Child 14 (April): 11-13.

A day camp for handicapped city children is discussed. The author describes 6 basic problems that must be overcome to have a good camp: suitable location, finding the campers, securing the staff, planning the program, making arrangements for transportation, and serving meals.

90. Carter, Joan L.
1954. Camping together: handicapped and non-handicapped girl scouts. Except. Childr. 21(October): 2-4.

An integrated camping project was tried with 15 able-bodied and 3 physically handicapped girls (9-10 years old). Program activities, group experiences, and staff relationships were assessed during the project. Overall, the experience was deemed beneficial for all campers.

91. Case, Maurice.
1957. Camping. Except. Childr. 24(December): 179-180.

Discusses the philosophy and a few of the techniques used at Camp Lighthouse (Waretown, New Jersey), a camp for the totally blind and partially sighted.

92. Case, Maurice.
1953. Camping for blind adults. Recreation 46A(May): 104-106.

The information contained in the article was actually prepared to be used as orientation material for new counselors at Camp Lighthouse (New Jersey). Purposes, camp descriptions, and program are included.

93. Cassidy, M. Frances, and others.
1965. Pilot demonstration study on outdoor education for mentally retarded youth. Greeley, Colorado: Colorado State College, Division of Education.

The purpose of this project was to demonstrate the effectiveness of utilizing the out-of-doors in teaching the mentally retarded. Activities and goals, along with an evaluation, are included.

94. Children's Bureau.
1968. Group work and leisure time programs for mentally retarded children and adolescents: Report of

a conference Dec. 1, 1966. Washington, D.C.: Social and Rehabilitation Service.

In order to enlarge existing programs and establish new ones, agencies need to coordinate their services, improve intra-agency communication, explore new financing arrangements, and train additional leadership. Grouping principles should be carefully explored and innovative camp, summer, weekend, and vacation services should be investigated.

95. Ciaglia, Donald J., and Goodbody, Jack P.
1967. A place for multi-disciplines and multi-handicaps to share life. Paper presented at the 91st annual meeting of the AAMD, Denver, Colorado.

The integration of children with a variety of physical disabilities in one residential camp program is discussed. The children were grouped according to their ability to participate in group living rather than by medical diagnosis or level.

96. Clark, Jonathan, and Kempler, Hyman L.
1973. Therapeutic family camping: a rationale. Family Coordinator 22(October): 437-442.

The authors brought together 3 families for a weekend in a camp setting. Each family had at least one disturbed child. The authors and families were impressed with the behavioral experimentation that took place. Family camping is viewed as a potential adjunct to family therapy.

97. Clark, V. D.
1965. A camp program for extremely disturbed boys. Calif. Youth Authority Quarterly 18(Fourth Quarter): 32-38.

Camp Kilpatrick (Santa Monica Mountains) is a treatment camp for extremely emotionally disturbed delinquent boys, aged 12 to 16. Intensive group participation, individual education, social treatment, individual interviews, large and small group counseling, and programmed activities are used to maximize communication and interaction between campers and staff.

98. Clot, M.
1970. Une colonie de vacances de L'ADAPEI de L'Isere

(A holiday camp run by the ADAPEI of Isere). Nos Enfants Inadaptes 36: 12-16.

Describes a holiday camp for 63 mentally retarded children. Camp staff consisted of 24 persons, the majority of whom had no previous experience in working with the MR. Contains recommendations on camp planning and improving staff organization.

99. Collingwood, Thomas R.
1972. Survival camping with problem youth. Rehab. Record 13(May/June): 22-25.

Survival camping is viewed as an initial therapy in preparing problem youth for the vocational rehabilitation process in terms of developing more effective behaviors and attitudes. Clients, staff, resources, and program are discussed.

100. Community Council of Greater New York.
1957. Camping guide for the placement of handicapped children in regular camps. New York: Community Council of Greater New York.

Pamphlet presents general considerations for camp directors and referring agencies. Medical supervision, staff, facility, and program are discussed in terms of needs by varying disability groups.

101. Community Council of Houston and Harris County.
1958. Report: exploratory committee on camping for senior citizens. Houston, Texas: Committee on Aging, Community Council of Houston and Harris County.

An investigation of camping for older people in Harris County (Texas) found camping to be a feasible and desirable service. Committee recommended a demonstration project to further study camping for senior citizens.

102. Conrad, Susan G.
1968. Overnight camping highlights day camp. ICRH Newsletter 3(June): 1, 3.

Forty MR and physically disabled children participated in overnight primitive camping sessions as part of their day camp program. The basic program included camp crafts, arts and crafts, and daily work tasks.

103. Crawford, Mary C.
1956. Provide the handicapped with a rich camp experience. Camping Mag. 28(December): 18.

The values of camping for the physically handicapped child are discussed.

104. Crippled Child.
1939. Community service and the handicapped girl scout. Crippled Child 17(June): 16, 18.

The aims of scouting and the benefits of scouting for the physically disabled are discussed. Examples of social, community, and personal adjustment are included.

105. Croucher, Norman.
1974. Outdoor pursuits for disabled people. London, England: Disabled Living Foundation.

Details ways in which physically disabled individuals can take part in open-air activities. Safety, insurance, competition, and prosthetic devices are discussed. A few of the less common activities discussed are spelunking, gliding, shooting, bicycling, orienteering, snorkeling, rock climbing, and aquaplaning.

106. Curren, Elizabeth A.
1971. Teaching water safety skills to blind multihandicapped children. Education for the Visually Handicapped (March): 4.

A long-term swimming program for blind multihandicapped children is used at the Minnesota Braille and Sight Saving School for its therapeutic, as well as recreative, value. The article describes the program.

107. Dana, Richard H., and Cocking, Rodney R.
1971. The effects of a summer camp experience on male adolescent diabetics. Rehab. Research and Practice Review 2(Summer): 29-38.

The effects of a summer camp experience on the self-concept, independence, self-reliance, competence, and personal responsibility of male adolescent diabetics were studied.

108. Davies, Lynn, and Witt, Peter A.
1974. Camping and the handicapped in Canada. Journ. of Leisureability 1(July): 9-14.

The availability of camping opportunities for handicapped children in Canada was surveyed, noting the desirability and difficulties of integrating facilities for normal and disabled children. Staffing and financial needs are cited.

109. Day, Hyam I., and Archer, Catherine M. L.
1975. The integration of trainable mentally retarded children into regular residential camps, summer 1975. Part 2: Evaluation, Recommendations. Toronto, Ontario, Canada: Ontario Association for the Mentally Retarded.

Evaluation results of a demonstration project on integration of TMR children into regular residential camps are presented. Methods, findings, and recommendations are included.

110. Deficience Mentale/Mental Retardation.
1969. Summer programs 1969 across Canada. Deficience Mentale/Mental Retardation 19(4): 6-9.

Parks and recreation boards are cooperating with associations and agencies in the planning, coordination, and integration of recreation programs. Swimming, day camp programs, playground programs, and resident camps are available in Canada. Efforts are being exerted to solve the problem of transportation and to see that more MR children in rural areas are afforded the opportunity to attend a summer program.

111. Department of Recreation, Indiana University.
n.d. Camping for emotionally disturbed boys. Bloomington, Indiana: Department of Recreation, Indiana University.

A summary of a study of camp programs for emotionally disturbed children is presented. The study was funded by the Lily Foundation.

112. Dethlefs, Ted.
1971. Modifications for the handicapped person in outdoor recreation. Thera. Recr. Journ. 5(Second Quarter): 72-74, 97.

Presents construction modifications for outdoor facilities and special use facilities for the disabled.

113. Detroit Department of Parks and Recreation.
n.d. Senior citizens camp. Detroit, Michigan: Detroit Department of Parks and Recreation.

The program for senior citizens is described for the Detroit Recreation Camp (Brighton, Michigan). Pamphlet is mimeographed.

114. Detroit Department of Parks and Recreation.
1961. Senior citizen camp staff manual. Detroit, Michigan: Detroit Department of Parks and Recreation.

Purpose, objectives, staff responsibilities, daily schedule, program features, and rules and regulations are given for the Detroit Recreation Camp (Brighton, Michigan).

115. Dibner, Andrew S.
1973. Semi-integrated camping for the physically handicapped child. Rehabilitation Psychology 20(Summer): 84-93.

Compared 45 8-16 year old disabled boys with a non-disabled group. Disabled Ss showed greater gains in self-concept after a camping experience. Counselors who dealt mainly with normal children showed improved attitudes toward disabled individuals, while counselors who were assigned to disabled showed less positive attitudes at the end of the camping period. Suggestions for training counselors are presented.

116. Dibner, Susan S.
1973. Social integration of physically handicapped children in integrated and segregated summer camps. Unpublished doctoral dissertation: Brandeis University.

Focuses on the social interaction of children with physical handicaps in integrated and segregated camps. Found that interaction varied according to social structure. In integrated camps, relationships were characterized by distance, indirectness, and management techniques. In segregated setting, social relationships were more open and direct. Author discusses factors which influenced these differences.

117. Dibner, Susan S., and Dibner, Andrew S.
1973. Integration or segregation for the physically handicapped child? Springfield, Illinois: Charles Thomas, Publisher.

This 2-year study dealing with integrated and segregated camping for the physically disabled resulted in the following findings: (1) conditions of voluntary segregation brought about primarily cooperative behavior; (2) in integrated situations, overt competitive behavior is brought out; and (3) both cooperative and competitive behavior are beneficial when balanced, but detrimental when the other is not present.

118. Dilger, Ellen J., and Spong, Beatrice.
1951. Take your oldsters out of doors. Recreation 45(April): 25-26.

Discusses planning, preparation, and implementation of a day's outing and cookout with a senior citizens club.

119. Doty, Richard S.
1960. The character dimension of camping. New York: Association Press.

A 10-year effort by the author to determine changes in character occurring in a camp setting is discussed. A method by which to measure these changes is also presented.

120. Drowatzky, John N.
1967. A day camp program for brain-injured children. Journ. of the Assn. for Physical and Mental Rehab. 21(March): 56-58.

The development of a day camping program for brain-injured, mentally retarded, and speech-handicapped children at the Institute of Logopedics (Wichita, Kansas) is discussed in terms of choice of site, staff, equipment, and program planning.

121. Drowatzky, John N.
1968. Effects of a two-week residential camp program

upon selected skinfold measures, body weight, and physical fitness of trainable mentally retarded children. American Corrective Therapy Journ. 22(May): 87-91.

Thirty-five TMR males (8-28 years old) participated in a 2-week camp program in which they had at least one hour of moderate physical activity each day. Results showed significant decrease in weight and flabbiness and improvement in physical fitness.

122. Duncan, Doris.
1969. The school nurse on a camp-out with the educable mentally retarded. Journ. of School Health 39 (October): 563-569.

The nurse's role during a 3-day camp-out for EMR junior high school students is described, particularly in terms of the teaching of first aid.

123. Durkin, Roderick.
1970. Involvement and making movies--a study of introduction of movie making to poverty boys. Washington, D.C.: Bureau of Research, Office of Education.

Disadvantaged teenaged boys who were attending 2 experimental summer work camps participated in studies of 2 aspects of movie making. Movie making was believed to provide non-ethnocentric experiences which are enjoyable and relatively free from the risk of failure.

124. Eiler, John.
1972. Inmates work with retarded. Hosp. and Commun. Psychiatry 23(February): 7.

Describes the day camp program run by reformatory inmates and high school and college students from the Washington, D.C., area for severely to mildly retarded children. The Shrivers' estate in Rockville, Maryland, was the site used by the group to conduct such activities as swimming, canoeing, and horseback riding. The benefits of such a working relationship are discussed.

125. Ellis, Mary Sue.
1957. Meeting the camping needs of handicapped children in camps for the non-handicapped.

Unpublished Master's thesis: Ohio State University.

Study of disabled campers' adjustment in integrated camps, extent of integration, and potential for more extensive integration. Reported that disabled children in "normal" camps were thought by camp directors to adjust well to camp life. Two-thirds of directors stated a willingness to have more disabled campers. Also reported that children in integrated camps were less severely disabled than those in special camps.

126. Endres, Richard.
1971. Northern Minnesota therapeutic camp. Journ. of Health, Phys. Ed. and Rec. 42(May): 75-76.

Camp Confidence provides year-round camping and outdoor education primarily for the mentally retarded residents of Brainerd State Hospital (Minnesota). The emphasis is on small unit camping and modified programs of outdoor education. The counselors are recreation personnel, teaching team members, psychiatric technicians, and social workers.

127. Endres, Richard.
1972. Winter camping with the mentally retarded at Camp Confidence. Journ. of Health, Phys. Ed. and Rec. 43(January): 86-89.

Winter activities at Camp Confidence include outdoor cooking, tobogganing, ice fishing, ice skating, snowshoeing, animal tracking, snowman building, and skiing. The purpose of the winter program is to foster social interaction among campers and to assist campers to gain self-confidence.

128. Etzwiler, Donnell D.
1967. Camping opportunities for the child with diabetes mellitus. Minn. Med. 50(March): 433-437.

Article espouses the idea that one of the greatest benefits derived from camp is the opportunity for diabetic children to meet and live with other children with the same disease.

129. Etzwiler, Donnell D., and others.
1965. Wilderness camping for the diabetic. Diabetes 14(10): 676-681.

Groups of juvenile diabetics have participated in wilderness camping experiences in northern Minnesota. Staffing, medical supplies, dietary management, and activities are discussed in the article.

130. Evans, Harvey A., and others.
1969. The summer camp infirmary: a therapeutic modality. Laval Med. 40(November): 892-895.

The therapeutic uses of a summer camp infirmary are discussed. A psychiatric team found that the camp infirmary provided a non-threatening situation for the potential psychiatric patient. They concluded that the infirmary could be used for the benefit of the campers.

131. Evans, Harvey A., and Schneiderman, G.
1969. The summer camp infirmary. Canada's Ment. Health 17(September): 19-21.

The summer camp infirmary can be used for preventing and treating psychiatric problems of campers and staff. The possible uses of the infirmary are discussed.

132. Exceptional Parent.
1972. How different is my child? Summer time, camp time. Except. Parent 1(February/March): 36-39.

Suggestions are given to parents of disabled children concerning whether to send their child to summer camp. How to find and evaluate camps is also discussed.

133. Farmer, Kathleen.
1973. Mountains move. Camping Journ. 12(November): 29-32.

Eight emotionally disturbed boys participated in an outdoor adventure in the Snowy Range. The effects of the experience on self-confidence and sense of accomplishment are discussed.

134. Faulkes, W. F.
1938. Wawbeek. Crippled Child 16(October): 82-84.

The development, history, and philosophy of Camp Wawbeek, a crippled children's camp near Wisconsin Dells, Wisconsin, are described.

135. Feehery, James M.
1966. Camping for senior citizens. Bradford Woods, Martinsville, Indiana: American Camping Association.

The needs of senior citizens which can be met through camping are discussed, along with considerations about site, facility, leadership, program, services, and administration.

136. Ferguson, Robert H.
1972. Totem beads help motivate handicapped campers. Camping Mag. 44(June): 18.

Camp Easter Seal (Oregon) uses a system of colored beads to provide incentive for participation in activities by immediately rewarding a child for his participation. The author felt that the beads aided in creating an independent camper, raising self-esteem, and improving self-image.

137. Fitzgerald, Gerald B.
1952. Nature recreation for the crippled child. Crippled Child 2(June): 159.

Nature recreation has much to offer to a well-balanced recreation program, particularly for the handicapped child. Nature recreation can be used with all handicapped children, no matter how severe their disabilities.

138. Flax, Norman, and Peters, Edward.
1969. Retarded children at camp with normal children. Children 16(November): 232-237.

Performance of EMR children in an integrated camp was studied. Variable findings on group participation, aggression, belongingness, and comfort were reported.

139. Ford, Phyllis M.
1969. Two modern challenges for every camp director. Camping Mag. 41(September/October): 18-19.

Discusses integration of the disadvantaged and physically handicapped in a camp program and how important the pre-camp training period is when dealing with these "special" children.

140. Ford, Phyllis M.
1966. Your camp and the handicapped child. Bradford Woods, Martinsville, Indiana: American Camping Association.

This pamphlet was written for directors and counselors in camps which serve one or more handicapped children.

141. Forehand, Rex.
1969. Effects of token reinforcement in a therapeutic camp. Psychological Reports 25(2): 349-350.

Token reinforcement was employed as a behavior modification technique in a therapeutic camping environment. The results suggest that token reinforcement can affect crying and aggressive behavior in a beneficial manner.

142. Foster, Virgil.
n.d. Camping is ageless. Script for the filmstrip. Office of Audio Visual Services, The Christian Missionary Society. (mimeographed)

A camp program for senior citizens is described from beginning to end. The need for and benefits of a resident camp for the aged are discussed.

143. Foster, Virgil.
1967. Camping is for older adults. International Journ. of Religious Ed. 44(December): 6-7.

The organization of a camping program for older adults is discussed in terms of the use of the natural setting, the concerns of older people, the use of the waterfront, discussion activities, and forms of socializing.

144. Foster, Walter Norman.
1948. Camping applied to physically handicapped

individuals. Unpublished doctoral dissertation: Columbia University.

The author explored various problems in providing camping for physically handicapped children, including facilities and equipment, personnel, camper admission criteria, and activities. A list of camps which served the physically handicapped is also included.

145. Fowler, John.
1958. If he goes to camp. SPAN 1(4): 8-9.

This short article discusses the values the author believes can be gained by retarded children from a camping experience.

146. Fowler, John.
1967. These are campers, too. Camping Mag. 39(September/October): 37.

Camp Happy Hollow (Michigan), a summer camp for mentally retarded and emotionally disturbed youngsters and adults, is described.

147. Fradkin, Howard R.
n.d. An annotated bibliography of the effects of camping for special populations and related groups. Chapel Hill, North Carolina: University of North Carolina. (mimeographed)

A bibliography collected in conjunction with an Easter Seal sponsored research project. Topical areas covered include: the effects of camping on physically handicapped children and adults, effects of camping on other special populations, effects of camping on able-bodied populations, effects of recreation on special populations, and selection and training of staff.

148. Franklin, C. C., and Freeberg, William H.
1967. Diversified games and activities of low organization for mentally retarded children. Carbondale, Illinois: Southern Illinois University, Information Center, Recreation for Handicapped.

A collection of recreation activities developed for the institute program series for leadership training of day camp directors for MR children. Discussed are basic principles of teaching physical activities to young children.

149. Freeberg, William.
1969. Camping for the handicapped: a selected bibliography. Thera. Recr. Journ. 3(Second Quarter): 38-41.

This bibliography was compiled for presentation in conjunction with a research analysis paper presented to the National Study Conference on Research and Demonstration Needs in Physical Education and Recreation for Handicapped Children.

150. Freeberg, William.
1966. Recreational camping for the retarded. Rec. in Treatment Centers 5(September): 8-11.

Through a well-planned and conducted residential camping program, MR children can be provided learning experiences which will aid them in family life adjustment, adaptation to community life, physical and social development, and leisure-time skills and hobbies development.

151. Freeberg, William.
1969. Research--recreational camping for all handicapped. Physical Education and Recreation for Handicapped Children, proceedings of a conference sponsored by AAHPER and NRPA in cooperation with BEH at the University of Maryland, February 16-19.

A summary of the research literature up to 1969 is presented. Three studies were described in detail, as being good examples of needed research. Recommendations for further research and a bibliography are also included.

152. Freedman, Sidney.
1960. School camping: experiment to help the mentally handicapped. Camping Mag. 32(March): 34-35.

Camping as an educational experience is described. Problems involved in providing school camping programs for mentally handicapped children and methods for avoiding these problems are also discussed.

153. French, Robert E., and Sanders, Neal.
1969. A report of the third annual Kentucky camp for diabetic children. Journ. of the Kentucky Med. Assn. 67(October): 743-748.

In 1968, 50 diabetic boys and girls attended a camp near Lexington, Kentucky. No severe insulin reactions occurred; however, mild reactions occurred daily with slightly greater frequency in campers having a lesser degree of glycosuria.

154. Frey, Louise A.
1961. Open horizons offer handicapped children real camping experiences. Camping Mag. 33(January): 8-9.

The program, staff, and facilities at Camp Oakhurst, a camp for physically handicapped children, are described.

155. Fried, Murray C.
1970. Organization + interest + involvement + innovation + facilities: ingredients for a successful camp. Challenge 6(September/October): 6-8.

The summer day camp of the Association for the Help of Retarded Children, Nassau County Chapter, New York, which originally served 35 MR 20 years ago, now enrolls 400, ages 5 to 21 years. The purpose is to provide recreation opportunities for the MR, train and interest both young adults and elementary school teachers in work with the MR, and broaden the experience of teachers by means of the counselor-camper relationship.

156. Gale, J. R.
1966. Tidnish--a special kind of camp. Rehabilitation in Canada 13: 4-5.

The camp program at Camp Tidnish, a camp for disabled children, emphasizes the development of skills in swimming, organized games and entertainment, trips, and nature study.

157. Galkin, Joseph.
1937. The treatment possibilities offered by the summer camp as a supplement to the child guidance clinic. Am. Journ. of Orthopsychiat. 7(October): 474-482.

The continuity of treatment at camp, the records kept, and the pooling of information are discussed for Camp Rapaho (New York). A case history of a camper is also included.

158. Garlie, Norman W., and Hoxworth, David.
1970. Mountaineering as a rehabilitative training experience for selected adolescents. Journ. of Rehab. 36(May): 38-39.

The National Outdoor Leadership School provided a rugged outdoor program in mountaineering to selected emotionally disturbed patients of Wyoming State Hospital.

159. Garrison, Cecil.
1966. Outdoor education, principles and practice. Springfield, Illinois: Charles C. Thomas.

This basic text in outdoor education and camping contains sections on outdoor skills and knowledge, such as weather forecasting, outdoor cooking, camp sanitation, stars and planets, rock identification and collection, outdoor games, nature crafts, and hazards in the outdoors. Also includes a section on outdoor recreation for the disabled.

160. Gaspard, Nancy J.
1963. Summer camp for diabetic children. Am. Journ. of Nsg. 63(June): 108-109.

The summer camp described is mainly a 2-week teaching session for diabetic children. Lectures and testing were part of the program.

161. Geis, Dorothy P.
1967. Nursing at Camp Needlepoint. Nursing Outlook 15(May): 46-48.

Camp Needlepoint is a camp for diabetic children between the ages of 9 and 15. Three 1-week sessions are provided to help campers learn about their own diabetic needs.

162. Georgia Department of State Parks.
n.d. Outdoor recreation facilities for the disabled. Atlanta, Georgia: Georgia Department of State Parks.

Fort Yargo State Park outside of Winder, Georgia, is an outdoor recreation facility for the disabled, their families, and friends. The park contains a group camp area, a day use area, and a family cottage area.

163. Geriatric Times.
1969. Vacation for aging gives summer interlude to senior New Yorkers. Geriatric Times 3(August): 3.

Older New Yorkers are given the opportunity to enjoy summer camping due to the efforts of Vacations for the Aging, a private non-profit agency.

164. Gingeland, David, and Gould, Kay.
1962. Day camping for the mentally retarded. New York: National Association for Retarded Children.

General information about day camping for MR is presented, including values, organization, staffing, health and safety, programming, and relations with the family and community. Examples of budgets, job descriptions, letters to parents, and progress report forms are also given.

165. Ginzburg, Bonnie.
1975. For a diabetic, isolation ends. The Physician and Sports Medicine 3(June): 83-85.

Describes a summer camp for 7-15 year old diabetic youngsters and a winter camp for 12-16 year olds.

166. Girl Scouts of America.
n.d. Service to the handicapped project. New York: Girl Scouts of America.

Twenty-one girls were provided training in working with disabled children and adults and then went to work at 7 different Easter Seal Camps. A description of this project is presented.

167. Girl Scouts of America.
n.d. Working with the handicapped: a leader's guide. New York: Girl Scouts of America.

The manual was developed for the Girl Scout leader who is attempting to integrate the disabled girl into a "normal" troop. The various handicaps, adaptations of program, and camping for the disabled are discussed.

168. Glassock, Martha M., and Scholer, E. A.
1969. Camping for older adults. Camping Mag. 41 (March): 15-16.

Organized camping for the aged is a relatively new concept in programming. The camp situation is advocated as providing for cooperative living, development of social relationships, and relaxation of tensions.

169. Gleason, Walter.
1967. Camping, a hospital's approach. ICRH Newsletter 3(2): 1.

Patients and staff from an Illinois State Hospital spent a week at a primitive campsite. Except for a certain amount of work, the patients were allowed to choose their activities, and regulations were avoided as much as possible. Effects of the experience are discussed.

170. Godbaut, Rose A., and Hurwitz, Irving.
1960. The role of the infirmary in a therapeutic camp for boys. Nsg. Research 9(Winter): 23-31.

The use of the infirmary as a source for expressing psychosocial conflicts through somatic channels is examined. A case study is cited. The authors feel that further attention needs to be given to the role of the nurse and the use of the infirmary in a camp for emotionally disturbed children.

171. Godfrey, Barbara B.
1958. Leadership training in camping for the handicapped. Unpublished doctoral dissertation: University of Southern California.

Godfrey studied agency-sponsored camps of at least 5-day duration which provided 24-hour custodial care for handicapped children. She found that training literature was limited and that camp directors felt that in camps for the handicapped, mature counselors with high levels of skill in crafts, skits, stunts, games, and campfire activities were needed. Training needs were assessed to be a minimum of 3-4 sessions covering program techniques, information on handicaps, and adapting techniques.

172. Gonzales, Marie R.
1972. Organized camping, a therapeutic tool for the juvenile delinquent. Thera. Recr. Journ. 6 (Second Quarter): 86-92.

Organized camping is advocated as a substitute for the conventional custodial treatment of juvenile delinquency. The author feels that camping may be more effective in reeducating the child to become a well-adjusted and responsible citizen.

173. Good Housekeeping.
1960. Very special camps for very special children. Good Housekeeping 150(February): 108.

The article presents basic information for parents about locating a summer camp for the disabled child.

174. Goodwin, Henry E.
1955. The development of certain phases of the crippled children's camping movement with primary consideration given to Camp Daddy Allen and Camp Greentop. Unpublished Master's thesis: Pennsylvania State University.

In a survey of camps serving disabled children, the researcher found that: (1) the philosophy behind the crippled children's camping movement developed from emphasis on recreation as an end in itself and as a method of helping children become contributing members of society, (2) a large amount of the financial support for the movement since 1920 has come from Easter Seal, (3) physical arrangements of campsites vary little from normal, and (4) staff are selected because of their ability to work effectively with children.

175. Goodwin, Henry E., and Gross, Elmer A.
1958. How handicapped campers can fit into regular programs. Camping Mag. 30(December): 18-19.

The article describes the slight modifications needed for physically handicapped children to participate in a regular camp program.

176. Gordon, Joseph, Redfern, Jack, and Smith, James W.
1969. Camp Concern. Public Health Reports 84(June): 508-513.

About 5000 of Baltimore's disadvantaged youth participated in a day camp which offered recreation, health careers guidance, and personal health assessment. The 9-week camp was organized after the 1968 riots.

177. Gordon, Ronnie.
1972. The design of pre-school therapeutic playground: an outdoor "learning laboratory" (Rehabilitation Monograph 47). New York: Institute of Rehabilitation Medicine, New York University Medical Center.

A special playground was designed to provide maximum opportunities for pre-school handicapped children to interact with an outdoor environment, experiencing a variety of learning situations and peer relationships that would otherwise be difficult to achieve. Includes verbal descriptions, photographs, and line diagrams of the areas and equipment on the playground.

178. Gorman, Thomas.
1955. Camp for the elderly. Today's Health 33(May): 34-35.

A Salvation Army camp for the elderly in Missouri is depicted (mostly pictures).

179. Gorman, V., and Clark, A. J.
1964. Camping for mentally sub-normal patients. Nsg. Times 60(June): 840-841.

The article describes the arrangement of sleeping areas, facility design, and overall organization of a camp for MR.

180. Grested, S.
1966. P.U.K. International Police Chronicle 14(76): 21-32.

The Copenhagen Police Youth Clubs (P.U.K.) offer after-school and evening recreation and holiday camping. The P.U.K. is run by a paid staff directed by a committee of police, welfare authorities, educational leaders, and sports club representatives.

181. Griffiths, Keith S., and Beverly, Robert F.
1970. Current research in the California Youth Authority. California Ment. Health Res. Digest 8 (Winter): 3-19.

Twenty-four projects of the California Youth Authority are summarized. Among the areas of study are camps as rehabilitative experiences for juvenile delinquents.

182. Gross, Elmer A., and Goodwin, Henry.
1956. The camp counselor looks at physical therapy. Physical Ther. Review 36(April): 240-244.

A brief history of camping for crippled children, a discussion on the values of camping, and an argument for the inclusion of PT in camping programs are presented. The authors believe that a physical therapist would be of value in the pre-camp training of counselors and in the camp program.

183. Grossman, Arnold H.
1970. Problem tendencies in children and types of behavior problems manifested by children deemed acceptable as campers in organized resident camps as reported by camp directors. Unpublished doctoral dissertation: New York University.

Surveyed camp directors concerning acceptability as campers of children with withdrawing and attacking behavior problems. Found that majority of camp directors preferred to accept campers who manifest withdrawing behavior or few behavior problems.

184. Grosso, Clarence, and Bain, Margaret.
1971. A little bit of everything for everyone. Parks and Recreation 9(February): 42-43.

Mentally retarded and developmentally disabled children and adults were integrated with normal children in an 8-week day camp program in Troy, New York. A brief description of the program's organization and activities is contained in the article.

185. Grove, Frances A.
1967. Answers to some questions about camping for retarded. ICRH Newsletter 3(2): 1.

Moderately and severely retarded children and adults, some of whom were in wheelchairs, participated in day and overnight camp programs. Personnel of the Pacific State Hospital (Pamona, California) reported that their patients in camp showed an adaptability and performance beyond what would generally be expected.

186. Guerard, Ed.
1973. Steps in organizing a senior citizen camp. Camping Mag. 46(September): 26, 30.

Camping for the aging is discussed in terms of facilities, menus, transportation, program, staffing, and program initiation.

187. Gump, Paul, Schoggen, Phil, and Redl, Fritz.
1957. The camp milieu and its immediate effects. Journ. of Social Issues 13(1): 40-46.

The camp milieu was studied in terms of its effects on behavior. Researchers concluded that it was impossible to isolate, identify, and manipulate the specific characteristics of a given milieu to affect certain behaviors.

188. Gump, Paul, and Sutton-Smith, Brian.
1971. Activity setting and social interaction: a field study. In R. E. Herron and Brian Sutton-Smith, eds., Child's Play. New York: John Wiley and Sons, Inc.

The social interaction of children's play as it is affected by activity setting was studied at the University of Michigan Fresh Air Camp, where most of the campers had adjustment difficulty. Significant differences were reported for the amount of overall interaction, the amount of specific types of interaction, and the persons involved in the types of interaction in swimming and crafts settings.

189. Gumprecht, Helmuth.
1947. Common emotional disturbances of children at camp. The Nerv. Child 6(April): 148-154.

The author refutes the argument that camp cannot be used for therapy with the emotionally disturbed.

190. Gunsten, Paul H.
1973. Supplement the camp program with special outdoor experience for the urban camper. Camping Mag. 45(February): 17-18.

Supplementary activities which can be included in a camp program for underprivileged children to broaden the learning experience include a milking program, produce picking, and farm visits (Camp Tapauungo, Main Idea, Inc.).

191. Haas, Richard.
1975. Camps bring kids out of sickness shell. The Physician and Sports Medicine 3(June): 80-83.

A camping program of sports and physical fitness was designed for severe asthmatic 6-16 year old youngsters. Campers were followed for 10 months after camp, with marked improvement in physical condition and relationships with families and friends.

192. Hagen, A., Jack, C., and Baker, G.
1971. Three camps for the handicapped in Nova Scotia. Canadian Camping 23(3): 23-25.

The programs at Camp Atlantic (diabetic camp), Camp Tidnish (camp for underprivileged and handicapped children and adults), and the Westmount Day Camp (disabled children's camp) are described.

193. Hagerty, Robert.
1964. Emotionally and socially maladjusted campers. Camping Mag. 36(February 21): 37-40.

The author believes that, although camping by itself is therapeutic, it is not enough. Rather, every camp should take into account the needs and special challenges of the emotionally and socially maladjusted.

194. Hall, Nancy F., and Oliver, Jack D.
1973. Handicapped camper integration project. Lansing, Michigan: Easter Seal Society for Crippled Children and Adults, Inc., of Ingham County.

The integration of minimally to moderately handicapped children and youth into "normal" residential camping programs was evaluated by camp directors, counselors, and parents. Results indicated that the majority of handicapped children had successful experiences in peer group relationships in addition to enjoyment of the camping experience.

195. Halliday, Carol.
1964. School camping, a meaningful experience. New Outlook for the Blind 58(March): 81-82.

Halliday attempted to determine the extent to which school camping involved the visually impaired, using a "query by letter" technique. There was little indication that children with visual impairments were being provided with the opportunity to attend school camps.

196. Halliday, Carol, and Kurzhals, Ina W.
1976. Stimulating environments for children who are visually impaired. Springfield, Illinois: Charles C. Thomas.

Offers guidelines for using the environment to facilitate positive growth of visually impaired children. Book is designed for persons who care for, work with, and teach the visually impaired.

197. Hallowitz, Emanuel.
1950. Camping for disturbed children. Mental Hygiene 34(July): 406-422.

Deals with the experiences of a child guidance agency in attempting to help its clients through a camping experience. Covers integration of camp and agency, development of camp philosophy, implementation of philosophy, and basic problems to be considered in planning a camp for disturbed children.

198. Hammontree, Janice L., and Monkman, John A.
1973. Development of summer day camps for the mentally retarded in a rural community. Journ. of Health, Phys. Ed. and Rec. 44(May): 59-62.

The goals and procedures used for the Happy Day Camp (Illinois) are described. The article also describes camp expansion and evaluation.

199. Harold, Melvin M.
1949. Camping for handicapped children. Unpublished Master's thesis: Ohio State University.

Presents the "state-of-the-art" of camping services for physically disabled children. Provides a rationale for offering camping services to the disabled child, discusses the benefits, describes camper and staff selection procedures, discusses staff training needs, and lists physical activities, games, and toys which could be used in a camp setting.

200. Hartinger, Walter.
1962. Counseling in camps. Calif. Youth Authority Quarterly 15(Summer): 33-36.

The effectiveness of counseling techniques with juvenile delinquents in a camp setting is discussed.

201. Hartlage, Lawrence C., and Park, David C.
1967. Criteria for evaluation of therapeutic summer camping with the mentally retarded. Psychology 4(1): 2-5.

To evaluate criteria operative in assessments of therapeutic camping, a group of MR campers was rated on the Vineland Scale before and after a camping session by ward personnel and camp staff. Before camp, ward ratings were higher than camp staff ratings; after camp, camp staff ratings were higher than ward personnel ratings.

202. Hartley, W., and Hartley, E.
1966. There's a summer camp for every child. Parents Mag. 41(April): 51-53.

The article advocates camping for all children and discusses the benefits.

203. Hartshorn, Marion.
1971. Model for a dual programmed summer day camp for mentally retarded children. Unpublished doctoral dissertation: University of Georgia.

The investigator designed, implemented, and evaluated a model program of day camping for MR children. The program, which was formulated from a literature review and expert opinion, devoted equal time to academic and physical activities. The model was judged by a panel of experts as being adaptable to any community.

204. Havighurst, Robert.
1965. Camping helps youngsters with developmental tasks. Camping Mag. 37(May): 13-14.

Author looks at the developmental tasks of 9-14 year olds, which he concluded fall into a natural relation with each other in a camp setting: (1) learning physical skills, (2) acquiring wholesome attitudes toward the body, (3) learning to get along with peers, (4) becoming morally independent, (5) becoming physically independent and beginning to be emotionally independent of adults, (6) acquiring necessary concepts of physical and social world, and (7) acquiring social skills.

205. Hawkins, Donald E., and Littman, Karen G.
n.d. Camping and environmental learning for handicapped persons. Washington D.C.: George Washington University.

Discusses benefits to be derived from camping and environmental learning for handicapped individuals and methods for increasing opportunities in this area.

206. Hawkins, Donald E., Vinton, Dennis A., and Cipriano, Robert.
1975. The natural environment and human development: implications for handicapped children in urban settings. Washington, D.C.: The Pinchot Institute and Forest Service, United States Department of Agriculture.

A summary of the state-of-the-art as reflected in the literature is presented. A current bibliography is also provided, which contains the following divisions: (1) the value of the natural environment in the growth and development of handicapped children, (2) the natural environment--programs, administration, and evaluation, and (3) architectural modifications/barrier-free design.

207. Hayden, Frank J.
1967. Physical fitness and Camp Shriver. Washington, D.C.: The Joseph P. Kennedy, Jr., Foundation.

Physical fitness of mentally retarded children attending a summer day camp was investigated using the AAHPER Youth Fitness Test with modifications (suggested by Rarick). Median performance ranked at 7th percentile for normal children and 23rd percentile for EMR. Their poorest performance was on 300-yard run and flexed arm hang.

208. Hayes, Gene A.
1969. The integration of the mentally retarded and non-retarded in a day camping program: a demonstration project. Mental Retardation 7 (October): 14-16.

During a 2-week day camp, observations of the behavior of equal numbers of institutionalized EMR and TMR children and non-retarded children were made in the areas of: (1) cooperation, (2) interaction, (3) self-initiated activity, (4) parallel play, (5) non-activity, and (6) aggression. Researcher found that group composition affects the participation and interaction of the children; but in areas of physical and social functioning, retardates can function capably with non-retarded, though not to the degree that homogeneous or familiar groups could function.

209. Hayes, Gene A.
1966. Use of sweat students in a community-based summer camp. Project News of the Parsons State Hospital and Training Center 2(July): 19-20.

At Parsons State Hospital and Training Center, 5 college students were assigned to summer camp work under the student work program in mental retardation. The students were provided with a 10-day orientation before beginning their assignments.

210. Hayes, Gene A., and Brooks, Mike.
1967. Organization of a day camp for institutionalized retarded children and non-retarded community children. Paper presented at the 91st Annual Meeting of the Am. Assn. on Ment. Def., Denver, Colorado, May 15-20, 1967.

As part of a hospital improvement project to help the social adjustment of the children, a 3-week day camp program was conducted integrating the hospital children (MR) and community children (non-MR). It was demonstrated that mild and moderate MR children can be helped in an integrated program with no special adaptations.

211. Heller, John H., and others.
1972. Camping with a purpose . . . a 4-H handbook. Washington, D.C.: U.S. Department of Agriculture, Extension Service.

This handbook is a guide to providing 4-H camping services. It covers administration, standards, staff, program, health, sanitation, and safety. It also includes a section on camping for disadvantaged children.

212. Herbert, E. L., ed.
1958. Hearing impaired children in community recreation and camping programs. Journ. of Speech and Hearing Disorders 23(November): 610-612.

A 5-year demonstration project designed to integrate deaf, hard-of-hearing, and aphasic children with hearing youngsters in year-round recreational and social programs was described. The findings after 3 years indicated that handicapped children benefit from integrated recreational experiences and that public recreation agencies should employ specialists to facilitate the integration.

213. Herr, David E.
1975. Camp counseling with emotionally disturbed adolescents. Except. Childr. 41(February): 331, 332.

Effect of 1-week camping experience with emotionally disturbed adolescents on counselor's perceptions of ED adolescents was studied. Found significant positive changes in attitudes after experience. Researcher advocates practicum experience for future workers with ED children in order to acquire stable and realistic perceptions.

214. Herr, David E., Algozzine, Bob, and Eaves, Ronald C.
1976. Modification of biases held by teacher trainees toward the disturbingness of child behaviors. Journ. of Ed. Research 69(March): 261-264.

The effect of an intensive camp counseling experience with institutionalized ED youth on the perceptions of camp counselors was studied. Analysis of teacher trainee ratings indicate that at the end of a week of camp, counselors tended to view the deviant child behaviors as less disturbing than did the controls.

215. Herzog, John D.
1955. Boys and girls together: handicapped and able-bodied. Recreation 48(June): 260-261.

A report of experiences in the successful Herald Tribune Fresh Air Fund summer camp, where physically handicapped and non-handicapped intermingled, was given.

216. Herzog, John D.
1956. Camping for physically handicapped children: a report of experiences in integrated camping at Camp Hidden Valley. The Nerv. Child 11(January): 66-73.

History of Camp Hidden Valley, purposes of integration, problems encountered in setting up the project, program description, and conclusions related to integrated camping are presented.

217. Higdon, Hal.
1968. Michigan's remarkable summer speech camp. Today's Health 46(May): 34-37.

This camp established a therapeutic community where a person with a speech problem could experience success more often.

218. Hilsendager, Donald R., Jack, Harold K., and Mann, Lester.
1968. The Buttonwood Farms project. Journ. of Health, Phys. Ed. and Rec. 39(March): 46-48.

Buttonwood Farms, a camp for emotionally disturbed and mentally retarded youth, has a program which includes physical conditioning, fundamental movement, sports, and physical recreation activities.

219. Hobbs, Tom R., and Shelton, George C.
1972. Therapeutic camping for emotionally disturbed

adolescents. Hosp. and Commun. Psychiatry 23 (October): 298-301.

Nine emotionally disturbed adolescent boys were taken on a 5-day camping and canoe trip. In general, the boys benefited from the trip in developing better techniques for handling interpersonal problems. They also developed greater self-respect and self-reliance.

220. Hochheimer, Rita.
1963. How senior citizens enrich the camp program. Camping Mag. 35(February): 17.

This article describes a camp program in which senior citizens worked as aides with campers from underprivileged homes.

221. Hodgen, Earle.
1968. Recreation program for the handicapped needed. Illinois Parks Publication (March/April).

Article points out the lack of interest in many parks to make the facilities accessible to the handicapped. Lists recreational objectives for these people and the need to organize committees to accomplish the objectives.

222. Holden, Raymond.
1960. Changes in body imagery of physically handicapped children due to summer camping experience. Unpublished doctoral dissertation: Boston University.

The effects of a summer day camp and a summer residential camp on the body image of children with physical disabilities were investigated. Body image changes occurred in all camping groups. Behavior changes were found to correlate with changes in body image.

223. Holzworth, William, Grot, James, and Hippensteel, Ned.
1973. Effects of day camp on adult psychiatric inpatients. Thera. Recr. Journ. 7(First Quarter): 37-40.

The effect of day camping on socialization, self-satisfaction, depression, anxiety, and future activity participation of adult psychiatric patients was studied. It was found that camping tends to counteract the development of anxiety, withdrawal from social interaction, and feelings of inadequacy. Camping also increases incentive to participate in future activities.

224. Hospital Topics.
1962. Palsied patients go "wheelchair" camping.
Hospital Topics 40(October): 49-50.

Activities such as golf, baseball, music, and checkers were used in a camp for cerebral palsied children.

225. Houck, Peter W., and Meyer, Roger J.
1968. Prescribing a camp for the handicapped child.
Virginia Med. Monthly 95(March): 154-157.

A discussion of the benefits of camping for disabled children and a report of camps in Virginia with accommodations for the disabled are presented.

226. Howes, Gordon.
1962. Canoe course for the blind. Recreation 55(March): 131-133.

A basic Red Cross canoeing course with an all-day canoe trip as a windup was offered at Camp Lighthouse, a camp for the blind. The participants were able to successfully complete the course.

227. Howett, Harry H., ed.
1945. Camping for crippled children. Elyria, Ohio: The National Society for Crippled Children and Adults, Inc.

A collection of articles pertaining to camping services for physically disabled people. Topics include: history, aims and objectives, problems of organization, personnel, campers, program, food, liability, and records.

228. Hughes, Ann H., and Dudley, Harold K.
1973. An old idea for a new problem: camping as a treatment for the emotionally disturbed in our state hospitals. Adolescence 8(Spring): 43-50.

Camping is one of the techniques which is being tried with considerable success with emotionally disturbed patients who have not responded well to traditional hospital programs. The article points out, however, that camping can be a traumatic experience for some patients.

229. Hunt, John A.
1965. Canadian Diabetic Association, services to physicians. Canadian Med. Assn. Journ. 93(September 18): 669-670.

In a letter to the journal, the Canadian Diabetic Association provides a descriptive listing to aid parents and physicians in the care of diabetic children. Included are traveling precautions and a list of camps for diabetic children.

230. Hunt, Valerie.
1955. Recreation for the handicapped. Englewood Cliffs, New Jersey: Prentice-Hall, Inc.

This textbook contains a chapter pertaining to camping programs for the disabled. It also includes a chapter on scouting for the handicapped.

231. Hutchins, Jane M.
1953. Camping for blind children. Camping Mag. 25 (March): 23.

Describes the experiences of the author as activities director at Camp Allen for blind girls in Bedford, New Hampshire, as well as activities in which the campers were independently involved.

232. Irvine, Lynn M., Jr., and Devlin, Earle W.
1965. Camping with the mentally ill. Canada's Ment. Health 13(July): 23-27.

Describes the growth of a camping program for adult institutionalized mental patients in Connecticut over the past 10 years. Observations and reactions to 4 camping seasons are discussed.

233. Irwin, Joyce.
1968. The underprivileged child at camp. Canadian Nurse 64(September): 47-49.

An account of a camping program for underprivileged children by the camp nurse. The children arrived with their health undermined and generally neglected. The campers observed a routine of cleanliness and a balanced diet with nursing care for 2 weeks. The author felt the most important accomplishment of the camping program was that it broke the pattern of poverty.

234. Jacobs, John, and Pierce, Marnell.
1967. Camp for mentally retarded children. Camping Mag. 39(February): 16-17.

The article is mainly concerned with the characteristics of EMR children and what can be expected from them. Guidelines for counselors working with the mentally retarded are also given.

235. Jacobs, O'Neal.
1970. With the handicapped we can do--and we do it. Instructor 79(October): 70-71.

A day-camp program for mentally retarded children is described which operates 5 days a week from 9 a.m. to 3 p.m. The program covers all activities usually presented at a day camp, adapted to the abilities of the campers. Special features are visits from experts in nature study, cooking, grooming, health and safety, as well as entertainment.

236. Jaffe, Eugene.
1958. Camping for older adults; a survey of the Jewish community center experiences as reflected in annual camp reports, with a camping program for older adults. Unpublished Master's thesis: Wayne State University.

A greater zest for living, new experiences, and friendships were benefits observed by staff among older adults attending a camp program.

237. Jensen, S. E.
1969. In a summer camp, children with school adjustment problems. Canada's Ment. Health 17(March): 33-35.

A summer camp situated in the mountains of Vancouver Island deals mainly with school underachievers, who have average or better intellectual potential. Increase in academic performance was noted after the camping experience.

238. Jensen, S. E., and others.
1968. Brief communications and classical notes: disturbed children in a camp milieu. Canadian Psychiatric Association 13(August): 371-373.

The value of camping as a treatment for nonhospitalized emotionally disturbed children was assessed using a highly structured program. The results of the study indicated that the campers improved in behavior and that the camp experience accelerated the rate of treatment progress.

239. Jentsch, Arthur.
1971. Day camping with wheelchair residents at Brainerd State Hospital. Journ. of Health, Phys. Ed. and Rec. 42(May): 76.

Wheelchair residents at Brainerd State Hospital attended a month long (3 days per week) day camp at Camp Confidence (Minnesota). Their activities included swimming, fishing, and nature studies.

240. Jessen, Larry.
1976. Outward Bound for the handicapped. Journ. of Phys. Ed. and Recr. 47(May): 54.

A pilot Outward Bound course involving 5 impaired adults is described. Author of the article, a paraplegic, completed the 7-day course using crutches.

241. John, Betty.
1957. At the point of a needle: camps for diabetic children. Today's Health 35(June): 26-29.

The author's philosophy of the benefits of camping for diabetic children is given, along with a listing of camps for diabetic children.

242. Johnson, Leah D., and others.
1967. A vital stimulus. Washington, D.C.: U.S. Government Printing Office.

Describes the forming of the South Carolina youth task force in 1966 by members of a youth group serving as volunteers at a summer camp for MR children. Their purpose was informing and helping other South Carolina youth groups to start programs for MR in their communities.

243. Kahn, Sandra.
1965. Retardates try social living. Rehab. Record 6 (March/April): 20-22.

Since 1961, normal and retarded children have been placed together in a YM/YWHA social and camping program. However, it was concluded that integration of retardates with normal groups is unrealistic.

244. Kaplan, Henry K., and Reneau, Robert F.
1965. Young patients enjoy therapeutic camping. Mental Hospitals 16(August): 235-237.

A summer camping program for children and adolescents at Wisconsin Mendota State Hospital, consisting of 2 4-day sessions, is described. One of the most popular activities is clearing the woods of fallen trees.

245. Kaplan, Jerome.
1953. The maturing of golden age camps. Recreation Mag. 46A(June): 175-176.

The content of a camp program for senior citizens, the composition of the usual camper group, and recruitment techniques are discussed.

246. Kaplan, Jerry.
1951. Old age: a new frontier for camping. Camping Mag. 23(November): 11.

The rationale for inviting the older camper to camp, possible program content, and the benefits of camping for the aged are discussed.

247. Kapurch, June A.
1966. Camping though handicapped. Am. Journ. of Nsg. 66(August): 1794-1797.

Thirty-two moderately to severely physically and mentally disabled boys were placed in a camp with non-disabled boys for 8 2-week sessions. Results indicated that (1) there was a gradual breaking down of social barriers between disabled and non-disabled campers, and (2) the MR campers did not adjust readily to organized activity and experienced greater difficulty in relating to the non-disabled group.

248. Katsanis, Andrew.
1972. 560 apply for 120 places in camp's pre and post camp oldster session. Camping Mag. 44 (March): 14.

The American Association of Retired People and the National Retired Teachers Association inaugurated a program called vacation holidays which offers a camp session for older adults before and after the regular children's summer camp season.

249. Kaye, Leo.
1966. Camping fun for diabetic youngsters. Today's Health 44(June): 50-53.

Camp Sweeney for diabetic children offers plenty of activity with a small amount of teaching about diabetes. The campers' daily routine was included in the article.

250. Keck, Elinor B.
1955. A follow-up study of a camping experience for aged women. Unpublished Master's thesis: Boston University.

Interviews were used to determine the value of a camp experience for 18 elderly women. The values that the women gave are cited.

251. Keck, S. A., and others.
1970. Day camping for the trainable and severely mentally retarded--guidelines for establishing day camp programs. Springfield, Illinois: Illinois Department of Mental Health, Division of Mental Retardation Services.

Activities program manual for a day camp for retarded children. Sections include administration, physical activities, arts and crafts, and music activities. Appendices provide forms, lists of materials, and schedules. See also, Arslaner, Carol, and others, Day camping for developmentally disabled and exceptional children, which is the revised edition of this publication.

252. Kelly, Francis J., and Baer, Daniel.
1968. Outward Bound Schools as an alternative to institutionalization for adolescent delinquent boys. Andover, Massachusetts: Outward Bound, Inc.

An Outward Bound experience was used as an alternative to a training school experience for adolescent delinquent boys. The effect of the experience on reducing behavior problems was studied.

253. Kempter, Richard.
1969. Some effects of sighted teens in a camp for the blind. Journ. of Rehab. 35(May/June): 24-25.

In a pilot project sponsored by the New York Association for the Blind, 2 sighted campers were included in a 3-week resident camp session with 50 partially sighted and totally blind teenagers. Presence of sighted campers affected blind teens' reaction to their blindness adversely. However, the author advocates continued integration to help the blind adjust to functioning among the sighted.

254. Kentucky Easter Seal Society for Crippled Children and Adults, Inc.
n.d. An Easter Seal service, Camp Kysoc, staff manual. Louisville, Kentucky: Kentucky Easter Seal Society.

The manual contains philosophy, history, objectives, standards, aims of pre-camp training, staffing patterns, and guides for various aspects of programming at Camp Kysoc. It also contains information on disabilities and emotional and social problems of the disabled.

255. Kerns, Roger.
1968. Swimming for the mentally retarded child. Friend of the Mentally Retarded, Newsletter of the South Dakota Assn. for Retarded Children 14(3): 4.

A day camp program for the MR in South Dakota demonstrated that only one percent of the campers could swim more than 10 yards. An improved swimming program was needed which included teaching, successful experiences, and activities to improve physical fitness.

256. Kidd, Francis T.
1971. Summer day camping for the mentally retarded. Thera. Recr. Journ. 5(Second Quarter): 91-92.

The Washington, D.C., Department of Recreation sponsored a summer day camp for mentally retarded children and adults. Staffed by counselors trained in camp management and recreational activities, the program accepted mentally retarded individuals with secondary disorders.

257. Kimsey, Larry R., and Frost, Mary.
1971. Long term camping for emotionally disturbed boys. Diseases of the Nervous System 32(January): 35-40.

A survey based on the case histories of 50 8-14 year old emotionally disturbed boys enrolled in the Dallas Salesmanship Club Boys Camp for an average of 16 months is reported. Follow-up studies indicated that the majority successfully reenter school at their appropriate age-grade level.

258. Kingsley, Ronald F., and Hartig, Charles H.
1969. Measuring counselors' needs aids success prediction in camps for the handicapped. Camping Mag. 41(July): 20.

The needs of effective camp counselors were studied in conjunction with a training program conducted by the Department of Special Education at Kent State and the Ohio Society for Crippled Children and Adults. Male participants had higher achievement and intraception needs than the male non-participants. Female non-participants had higher achievement and autonomy needs than the female participants.

259. Kingsley, Ronald F., and Spies, Carl J.
1969. The relationship of interests to social acceptance of educable mentally retarded boys in a school camping program. Training School Bulletin 66(3): 93-99.

The types of interests associated with change in acceptance for friendship, leadership, and athletics in a school camp program for EMR boys were investigated. The findings indicate that there are no definite patterns or interests associated with social acceptance in any of the categories of friendship and athletics.

260. Kinoy, Sarah Jane.
1949. Camping for the cerebral palsied. Spastic Review 10(May): 8-10.

Camping is advocated as a means for treating the whole child. At camp, cerebral palsied children have the opportunity to socialize, make friends, and experience success in play activities, thus aiding their total development.

261. Kinzie, David M.
1961. Parental assessment of change in handicapped children resulting from a camping experience. Unpublished Master's thesis: University of Toronto.

The effect of a camping experience on peer relationships, special interests and skills, group living, walking, talking and self-care among handicapped children was studied. The conclusion was that, although camping may affect changes in children, the benefits derived are not utilized upon returning home due to parental, peer group, sibling, and community rejection, misinterpretation, and lack of insight.

262. Knight, Marion K.
1970. Holiday camp. Nsg. Times 66(March 12): 351.

Littlestone Holiday Camp (Kent, England) is a camp which provides a week's holiday program for the disabled. A typical arrival day at the camp is described.

263. Knox, Gerald M.
1975. Summer camps for handicapped kids. Better Homes and Gardens 53(March): 24, 36.

This discussion of special and integrated camps was written for parents of handicapped children. A section on how to find a special camp is included.

264. Kokaska, Charles J.
1969. Some overall goals for camping stated. ICRH Newsletter 3(20): 1.

Camping, which provides a change in physical surroundings, can enhance learning for MR children, as well as psycho-social growth. The planning of activities to achieve this should focus on altering the environment, creative planning, intervention activities, and an interdisciplinary approach.

265. Kokaska, Charles J.
1966. Training volunteers for a camp program. Mental Retardation 4(April): 22-24.

A "domestic Peace Corps" that used high school and college age volunteers for organizing and operating a camping program for institutionalized MR children is described. The volunteers lived at the school throughout the camp program and acted as counselors for the MR girls.

266. Kolbenschlag, Mike.
1975. Camps teach sports and social skills. The Physician and Sports Medicine 3(December): 65.

A 2-week camp for boys with hemophilia is described. Social activities and non-contact sports were emphasized.

267. Kole, Delbert M., and Busse, Howard.
1969. Trail camping for delinquents. Hosp. and Commun. Psychiatry 20(May): 150-153.

Trail camping for juvenile delinquents in Portland, Oregon, is a major activity of Youth Adventures, a voluntary organization formed expressly to provide programs and facilities to combat juvenile delinquency. The trips utilize small group interactions, immediate rewards and punishments, and mutual interdependence.

268. Kolodny, Ralph L., and Burns, Virginia M.
1956. Specialized camping for a group of disturbed adolescent girls. Social Work 1(April): 81.

The article presents a "case study" of an organized camp for disturbed girls. The procedures followed in the camp and the reasons for their use are explained.

269. Krieger, William.
1973. Study on self-concept change in campers receives ACA's 1972 research award. Camping Mag. 45 (April): 16-17.

Krieger's study attempted to establish a basis for camping as a therapeutic tool. In a specially designed 4-week camp program, campers had a significant improvement in self-concept and a decrease in poorly adjusted behavior. No difference was found between younger or older campers, or between males and females. There was no significant relationship between self-concept and behavior changes.

270. Kronick, Doreen.
1970. A directory of summer camps for children with learning disabilities. Pittsburgh, Pennsylvania: Association for Children with Learning Disabilities.

This directory of resident camps serving children with learning disabilities includes information for parents about the resident camp experience available for LD children.

271. Kronick, Doreen.
1970. Making exceptional children a part of the summer camp scene: camp directors can help handicapped children cope with real life by assuring success in the camp setting. Canadian Camping 22(February): 22-24.

Presents a message to camp directors about integrating disabled and exceptional children into a normal camp. Also discusses how integration can be successfully accomplished.

272. Kronick, Doreen.
1969. Regular camp, special camp, or no camp. Academic Therapy Quarterly 4(Third Quarter): 207-211.

Pros and cons of camping for children with brain dysfunction are presented with advice for parents to help them decide what type of summer activity is best suited for their child's problems. Suggestions are offered on ways parents can aid the child's adjustment to the camping situation.

273. Kronick, Doreen.
1967. The challenge of special children. Camping Mag. 39(February): 17.

This is part of a series of articles on disturbed children. The author's view of integrating handicapped and non-handicapped children in camps is expressed.

274. Kronick, Doreen.
1972. You can make exceptional children part of your regular summer camp. Camping Mag. 44(February): 14.

Methods for successfully integrating handicapped children into "normal" camps are discussed.

275. Krumboltz, John D., and Thoresen, Carl E., eds.
1969. Behavioral counseling: cases and techniques. New York: Holt, Rinehart, and Winston, Inc.

This book contains several articles on behavior management techniques which have been successfully used in therapeutic camps for emotionally disturbed youth. Other articles in the book pertain to behavior management in the classroom and behavior counseling techniques, many of which can be applied in a camp setting.

276. Kunz, Joe W.
1966. An institutional approach to camping for the mentally retarded. Rec. in Treatment Centers 5(September): 30-32.

Muscatatuck State Hospital and Training Center (Indiana) runs a resident camping program for MR children. The program emphasizes the total treatment of the MR child and the development of individual self-esteem and potential.

277. Kurtz, M. A.
1970. Measures for prevention of juvenile delinquency. In M. Shamgar, ed., The Prevention of Crime and the Treatment of Offenders. Jerusalem: Ministry of Social Welfare.

Describes treatment and prevention measures for juvenile delinquency in Israel which include special summer camp programs.

278. Lachney, Morgan E.
1976. A summer camp experience for learning disability children. Pointer 20(Spring): 70-74.

A remedial summer camp for LD children in Ontario, Canada, is described. Program was both educational and recreational. Various camp activities and their value to the child are discussed.

279. Lainoff, Harold M.
1968. An EMR camper steps up to staff. Camping Mag. 40(September/October): 23.

An EMR youngster who had been a successful camper was given staff responsibilities at Camp Hawthorn (Missouri) in an integrated group.

280. Lainoff, Harold M.
1969. EMR campers gain from regular camp. Camping Mag. 41(February): 24.

The article provides a discussion of objectives and preparation for integrating EMR campers into the normal camp setting. Emphasis in training staff was placed on philosophy and purpose of integration, techniques of leading groups, and understanding mental retardation.

281. Lance, C. E.
1939. Wishes come true. Crippled Child 17(October): 70-71.

The efforts of Mrs. A. Harden Coons, deputy commissioner of Wyoming Valley Girl Scouts, to form troops for handicapped girls and to integrate them in regular Girl Scout camping programs are described.

282. Landesberg, Adele, and Koch, Lorraine.
1969. Psychiatric nursing in a unique environment. Journ. of Psychiatric Nursing and Mental Health Services 7(July): 164-168.

The staff of Hillside Hospital (Glen Oaks, New York), a private psychiatric hospital for patients who can tolerate an open door policy and benefit from a one-year maximum stay, conducted several 2-1/2 day camping trips for the patients. The camp program was planned and implemented by a patient group with the staff as consultants. Although camping was deemed successful, there was little carry-over to the hospital.

283. Larson, Roland.
1957. Mentally retarded at Camp Silver Lake in Minnesota. Recreation 50(March): 77-78.

The location, facilities, basic camp rules, funding, and activities at Camp Silver Lake for MR campers are described.

284. Laufeld, Lusic E.
1946. Relaxing to learn. Crippled Child 14(August): 42-44.

The article discusses many activities which should be used in a camp for children with cerebral palsy. The activities include swimming, dancing, games, sports, crafts, and dramatics. The need for relaxing activities and atmosphere is stressed.

285. Lear, Jack.
1951. Group work for the handicapped. Crippled Child 28(April): 18-19, 29-30.

Objectives in camping for the handicapped child are outlined. They include (1) the chance to have fun, (2) to remove parental barriers and improve self-sufficiency, (3) to provide a group living experience, (4) to adapt activities for maximum participation, and (5) to serve as a stepping-stone toward integration.

286. Lee, Boyd.
1968. Greenville, N. C., has day camp now. ICMH Newsletter 3(5): 1.

A day camp for the MR was organized in Greenville, North Carolina. The staff included a program director, future physical educators, counselors, assistant counselors, and Girl Scouts.

287. Lefebvre, Claudette B.
1972. The comparative effects of three- and six-week periods of residential camping on physical fitness and adaptive behavior in children and youth with brain dysfunction syndromes. Disser. Abst. Internat. 33(1-A, July): 200-201.

The effects of 3- and 6-week camping programs on the physical fitness and adaptive behavior of noninstitutionalized children with brain dysfunction syndromes were compared. Both groups increased in physical fitness and adaptive behavior measures and decreased in personality and behavior disorder levels. The 6-week campers had a significantly greater improvement in adaptive behavior than the 3-week campers.

288. Levett, Louis.
1968. Rehabilitation of narcotics addicts among lower

class teenagers. Am. Journ. of Orthopsychiat. 38(January): 56-62.

A program for addicts had the following phases: (1) entry as a group into a hospital for detoxification, (2) time spent at a country day camp with work as an important program component, and (3) group residence in a halfway house offering remedial academic and vocational education. The camp experience appeared to provide the strongest influence away from the drug culture.

289. Lewin, Herbert S.
1947. Attitude changes subsequent to camp experience. The Nerv. Child 6(April): 173-177.

The effects of an adult-centered camp and a youth-centered camp on attitudes were compared. Generally, more positive attitude changes resulted from the youth-centered camp experience.

290. Life Magazine.
1958. Camp to help the disturbed: Ranaop--Anchorage, New York. Life Mag. 45(September 8): 95-101.

The article describes the therapeutic activities which can be used in a camp program to help emotionally disturbed children.

291. Livesey, Norma.
1968. Our first camp. Teaching and Training 6(4): 121-122.

Experiences of a group of 8 MR boys (CA 6 to 16 years) and 4 staff members of a junior training center on a weekend camping trip are described.

292. Loeffelbein, Robert L.
1965. Camp helps upset children "be natural once again". Camping Mag. 37(January): 24-25.

This article explains how various camping activities can be used as a means of helping children with emotional problems.

293. Lombardi, Thomas P.
1967. Therapeutic value of a residential camp program for the mentally retarded. Rec. for the Ill and Handicapped 11(2): 6-8.

In a camp program for non-institutionalized MR children, campers participate in arts and crafts activities, instructional and recreational swimming, evening programs, and housekeeping activities. Values of the program are discussed.

294. Lonheim, Dale M.
1971. City camping calls for coordination. Camping Mag. 43(April): 20-21.

Seattle agencies cooperated to make camping available to all its citizens. The article describes steps taken and policies followed. Also discussed are specialized camping, senior citizens day camping, and regular day camping.

295. Loughmiller, Campbell.
1965. Wilderness road. Austin, Texas: Hogg Foundation for Mental Health, University of Texas.

A year-round program for disturbed boys in a primitive setting is described in terms of the campers, setting, facilities, staff, education, grouping, and treatment.

296. Lovell, Ann, and Ransford, Ann.
1968. Grandma's gone to camp. Parks and Recreation 3(November): 15.

A camp for a group of 100 campers averaging [illegible] years of age in Seattle is described. The effectiveness of this type of camp program is discussed.

297. Lowry, Thomas P., ed.
1974. Camping therapy: its uses in psychiatry and rehabilitation. Berkeley, California: Center for Training in Community Psychiatry.

Fifteen different patient groups that can benefit from camping therapy are described. Suggestions are given for selecting camp staff, campsites, patient-campers, and daily activities. Pitfalls to be avoided are detailed, along with guides to success.

298. Lubbert, Carl A.
1965. Day camp therapy. Recreation 58(March): 130-131.

An experiment in group living was initiated at an Indiana state hospital for mentally ill patients through day camping. The camp program was popular with both patients and staff.

299. Luck, Juanita, and Hume, Betty.
1945. Camps for children with and without physical handicaps. The Child 10(December): 94-97.

This article discusses the integration of the physically disabled child in "normal" camps in terms of the disabled child's needs and the camp's suitability. Staff training for integration is also discussed.

300. Lumley, B.
1967. A camp for problem campers. Canadian Camping 19(March): 100-101.

At the Frontier Forest Camp, activities are used as accessories to the diagnosis and treatment of emotionally disturbed boys. Program and staff are discussed.

301. Lunan, Bert.
1968. Georgia is building park for handicapped. ICRH Newsletter 3(9): 1.

Georgia's proposed state park for the handicapped and their families will include three areas: (1) a group camp, (2) a day use area, and (3) a family cottage area. Construction of all facilities will be made to meet the needs of the handicapped.

302. Lunan, Bert.
1968. Little Grassy offers fun for handicapped campers. Rehab. Record 9(January/February): 22-25.

The programs offered at Little Grassy Facilities (Southern Illinois University's outdoor laboratory) for handicapped children include all the traditional camping activities, plus a zoo and music and art instruction. Campers and program are described.

303. Lupton, Frank D.
1972. The effects of a behavior management training program on counselor performance in regular day

camps which include children with behavior problems. Disser. Abst. Internat. 33(6-A, December): 2780.

Two groups of college students matched on GPA, attitude inventory scores, and camp counseling experience were given pre-camp training. One group only received training in behavior management. Both groups were then observed in their work as counselors in a day camp. No significant differences were found in the competency of the 2 groups in dealing with behavior problems.

304. Lyman, Robert D.
1975. Therapeutic camping as a treatment modality for the emotionally disturbed. In Betty van der Smissen, ed., Research, Camping, and Environmental Education. State College, Pennsylvania: Pennsylvania State University.

A review of the research literature pertaining to therapeutic camping for emotionally disturbed is presented.

305. Lyman, Robert D., Rickard, H. C., and Elder, I. R.
1975. Contingency management of self-report and cleaning behavior. Journ. of Abnormal Child Psychology 3: 155-162.

A report on the use of behavior modification in a camp for emotionally disturbed males is presented.

306. MacMann, Sandra.
1970. Camping success at Sonoma. [illegible] Newsletter 4(8): 2.

Thirteen weeks of overnight camping and 5 weeks of day camping are provided to approximately 1,360 MR and physically disabled individuals by Sonoma State Hospital (California). Staff and program are described.

307. Maisel, Louis, II.
1971. How five camps found a way to S-T-R-E-T-C-H their camps' responsibility to include those who wouldn't otherwise ever get to camp. Camping Mag. 43(March): 8-10.

The organization of the Main Idea, Inc. (a charitable foundation in Maine) and the implementation of a post-camp session in 5 camps for the benefit of disadvantaged youth are described.

308. Malloy, June R.
1971. Survival program for EMR, an outdoor education technique. ERIC-CRESS Newsletter 6(Summer): 1-2.

A survival unit carried out with EMR students was adapted from a survival course at Brigham Young University. The program is described.

309. Mann, Lester, and others.
1967. A pilot training program to develop physical recreation leaders for work with emotionally disturbed children. Community Mental Health Journ. 3(Summer): 159-162.

An 80-day, year-round program is used by Temple University to train physical recreation leaders. The program exposes the trainees to various experimental opportunities in day camping and community recreation.

310. Margolin, Lillian.
1963. Staff development in resident camps for older adults. New York: Community Council of Greater New York.

The necessity of camping services for older adults to meet standards and to develop a program which facilitates personal growth is discussed.

311. Margolin, Lillian.
1972. What your camp can do for the older adult. Camping Mag. 44(January): 10-11.

A camp for children can be turned into a camp for older adults. Facilities, program, and other considerations are discussed.

312. Martin, William B.
1972. Overnight camp aids retardates. Camping Mag. 44(September): 20.

An overnight camp sponsored by East Carolina University is run for the purposes of training teachers in recreation and camping and providing mentally retarded children with the opportunity to participate in a camping experience geared to their needs.

313. Martmer, Edgar E., ed.
1959. The child with a handicap. Springfield, Illinois: Charles C. Thomas.

This book provides a selection of material written about the handicapped child and those involved in his care and well-being. It concludes with a directory of camps and schools for the handicapped.

314. Marx, David S.
1961. Taste, touch, smell, all three senses add to nature study. Camping Mag. 33(April): 13.

Tactile, olfactory, and labile sensations in studying plants in a natural setting are described.

315. Marx, E. B.
1937. Camp Greentop, a crippled children's camp. Crippled Child 15(October): 72-74.

In a government-built camp for physically disabled children, Camp Greentop, costs run $100 per child for an 8-week session. Staff includes a director, an assistant director, senior counselors, junior counselors, a physical therapist, an occupational therapist, a dietician, a nurse, 2 attending physicians, a secretary, and kitchen helpers.

316. McAllister, John.
1966. Analysis of selected personality and intellectual attributes of teenage volunteer counselor attendants serving at a residential camp for dependent cerebral palsied. Unpublished doctoral dissertation: University of Denver.

A battery of intelligence and personality tests were administered to 58 first-year volunteer counselor attendants at a camp for CP. Significant correlations were found between personality traits and IQ, with females being superior in IQ, security, general activity, sociability, and friendliness.

317. McBride, Beth.
1972. Happiness is . . . handicapped kids at camp. Camps Alive (Spring): 32-33.

A one-week camp program for 106 out-patients from Children's Orthopedic Hospital and Medical Center (Seattle) is described.

318. McClain, Martha, and Schoder, E. A.
1967. Camping for older adults. Add Life to Years Bulletin 14(7): 3-6.

Organized camping for older people provides stimulating leisure time activities, opportunity for cooperative living, development of social relationships, and relaxation of personal tensions.

319. McCreary-Juhasz, A., and Jensen, S. E.
1968. Benefits of a school camp existence with emotionally disturbed children in regular classrooms. Except. Childr. 34(January): 353.

The value of a 2-week camp for emotionally disturbed children was investigated. A structured program of classes was used in the program. In all cases but one, parents and teachers noted improved behavior.

320. McFarland, Frances W., Martin, Robert C., and Williams, Theodore A.
1967. Staff attitudes and patient behavior change on camping trip. Hosp. and Commun. Psychiatry 18(October): 296-298.

A state hospital in California conducts a camping program for the purposes of resocialization and remotivation. Staff deemed camping as an excellent means to see patients react in a different environment and to promote patient independence.

321. McGinnis, Bert.
1966. Hoosier senior citizens camp. Parks and Recreation 1(May): 419, 432.

The Hoosier Senior Citizens Camp is a project conducted by the Indiana Outdoor Recreation Council in cooperation with the Indiana Commission on Aged and Aging and IPRA. The camp program and organization are described.

322. McGrath, Ray.
1973. Environmental resource center: making the outdoors available to the handicapped. Journ. of

Health, Phys. Ed. and Rec. 44(January): 46-48, 66.

An environmental resource center is being planned in Hempstead (New York) which will provide year-round recreational opportunities for physically handicapped, emotionally disturbed, and mentally retarded children and adults, as well as non-disabled participants.

323. McNees, Rebecca.
1946. Physical therapy in a camp for crippled children. Crippled Child 13(February): 164-165.

The need for and use of physical therapy in camps for the physically disabled are discussed. Equipment, facilities, scheduling, and services are outlined.

324. McNeil, Elton B.
1957. The background of therapeutic camping. Journ. of Social Issues 13(1): 3-14.

McNeil outlines the history of therapeutic camping, discusses the pros and cons of whether camping is a source for emotional growth and a means to mental health, and predicts a continuing growth of camping for therapeutic purposes.

325. Meiss, Reinhilde, Lichte-Spranger, Wiltrud, and Petersen, Peter.
1971. Chronic mental patients shape their vacation: the group approach to the democratic style of the social psychiatrist's contribution to extramural therapy. Praxis der Psychotherapie 16(3): 142-152.

The possibilities of therapeutic vacations for moderately disturbed chronic psychiatric patients are described. The sociological assumptions underlying this kind of group intervention and program preparation and procedures are discussed.

326. Middleman, Ruth, and Seever, Frank.
1963. Short-term camping for boys with behavior problems. Social Work 8(April): 88-95.

Discusses a 2-week camp program in which the group experience was used to help hostile-aggressive boys become more responsible in their behavior. Program, staff, and camper reactions are discussed.

327. Miller, Andrew S.
1968. The role of recreation in Salvation Army social work. Thera. Recr. Journ. 2(Third Quarter): 14-15.

Salvation Army recreation programs and services are discussed briefly. Services include a day care center, preschool programs, teen programs, and a summer camp program for the blind.

328. Miller, Arthur G.
1966. Physically handicapped in camp. Camping Mag. 38(January): 26-28.

Guidelines for camp directors in selecting physically handicapped children who could be integrated into a regular camp are presented.

329. Milton, Mary Lee.
1973. A summer enrichment program for MR. Journ. of Health, Phys. Ed. and Rec. 44(June): 45-47.

A resident summer enrichment program in Sunland Training Center in Gainsville, Florida, is described in terms of the orientation, program, and benefits.

330. Minnard, Christopher, and Hall, F. Zenaide.
1965. Summer camp for continuous treatment patients. Rec. for the Ill and Handicapped 9(1): 3-4.

The rehabilitation services department of Mendocino State Hospital held a 16-member mixed camping experience for 3 nights and 4 days. Planning, camper selection, daily routine, patient reaction, staff, length of sessions, meal planning, and costs are discussed.

331. Mitchell, Helen J.
1971. A community recreation program for the mentally retarded. Thera. Recr. Journ. 5(First Quarter): 3-10.

Paper presented to the 1970 NTRS Annual Institute (Philadelphia) details municipal recreation program for the mentally retarded in Washington, D.C. Camping program is included.

332. Mondschein, Diane.
1967. They can--camping. Academic Therapy Quarterly 2(Second Quarter): 100-103.

Socialization may be taught to educationally disabled children by means of a day camp which emphasizes success, fun, and normalcy. Athletics, hobbies, arts, nature study and lore, field trips, and special events were used successfully in a day camp in California.

333. Morse, William C.
1957. An interdisciplinary therapeutic camp. Journ. of Social Issues 13(1): 15-22.

The University of Michigan's Fresh Air Camp is a psychiatrically oriented diagnostic and short-term treatment facility for socially and emotionally disturbed boys. Camp is described in article.

334. Morse, William C.
1947. Problems of therapeutic camping. The Nerv. Child 6(April): 211-224.

The article discusses some of the problems of therapeutic camping, including orientation of the camper, repeat campers, and the rejection of the atypical child by the cabin group. Case histories are used to illustrate the problems.

335. Morse, William C., and Wineman, David.
1957. Group interviewing in a camp for disturbed boys. Journ. of Social Issues 13(1): 23-31.

Proper grouping of campers to make the camping experience more effective for disturbed boys and examples of use of group work techniques in a camp are discussed.

336. Morse, William C., and Wineman, David.
1957. The therapeutic use of social isolation in a camp for ego-disturbed boys. Journ. of Social Issues 13(1): 32-39.

Methods of dealing with disturbed children, whose maladjusted behavior is outside the tolerable limits, are discussed in the article.

337. MR News.
1973. Retarded scouts find fun, growth through award program of camping. MR News 22(June): 7.

The values of camping for retarded boys in a Boy Scout troop in Tulsa, Oklahoma, are described.

338. Muller, David J.
1971. Post camping depression: a lethal possibility. Am. Journ. of Psychiatry 128(July): 109-111.

A 2-day therapeutic camping trip into the Rocky Mountains was taken by patients, their relatives, and staff of an adult mental health treatment center. The trip was followed by widespread depressive symptoms in patients and staff. One patient committed suicide and another made suicidal gestures. Possible explanations and preventive approaches are presented.

339. Nardi, Gabriel A.
1965. Recreation for the retarded--an annotated bibliography. Mental Retardation Abstracts 2(2): 131-134.

References 54 articles, pamphlets, and books for publications between 1953 through 1964. A section on camping is included.

340. National Easter Seal Society for Crippled Children and Adults.
1972. Directory of camps for the handicapped. Chicago, Illinois: National Easter Seal Society for Crippled Children and Adults.

A state-by-state list of 250 resident and day camps which serve handicapped children and adults.

341. National Easter Seal Society for Crippled Children and Adults.
1973. Easter Seal standards for camps serving the physically handicapped. Chicago, Illinois: National Easter Seal Society for Crippled Children and Adults.

Camp standards pertaining to site, health, safety, administration, personnel, and program for camps serving the physically handicapped are presented.

342. National Easter Seal Society for Crippled Children and Adults.
1973. Maximum utilization of camp facilities. Chicago, Illinois: National Easter Seal Society for Crippled Children and Adults.

Edited transcriptions of selected presentations from the 1973 Institute on Camping and Recreation (National Easter Seal Society) are presented. Programs in New Jersey and Connecticut are described and the potentials of school camping are discussed.

343. National Easter Seal Society for Crippled Children and Adults.
1975. Recreation for the handicapped--a selection of recent books and pamphlets. Chicago, Illinois: National Easter Seal Society for Crippled Children and Adults.

Provides bibliographic references on recreation, recreational activities, residential camping, day camping, adapted physical education, handicrafts and hobbies. Also contains a listing of national organizations involved in the delivery of recreation services to the handicapped.

344. National Easter Seal Society for Crippled Children and Adults.
1973. Year-round recreation programs for the handicapped. Chicago, Illinois: National Easter Seal Society for Crippled Children and Adults.

Contains 2 articles adapted from presentations given at the 1973 Institute on Camping and Recreation and a third article which was submitted later. The articles advocate the extension of community services for the handicapped.

345. National Easter Seal Society, Task Force on Special Camping.
1968. Easter Seal guide to special camping programs. Chicago, Illinois: National Easter Seal Society for Crippled Children and Adults.

Discusses the various areas that must be considered before a camp can serve the handicapped and outlines regulations and suggestions for each area: philosophy, objectives, administration, site selection, legal matters, insurance, budget, buildings and facilities, admission, staff, health and safety, and programming.

346. National Park Service.
1972. The national park guide for the handicapped. Washington, D.C.: National Park Service.

The guide rates 242 park areas on their accessibility to persons in wheelchairs and describes special facilities for the deaf and blind, such as braille trails, contour exhibits, and audio programs.

347. National Recreation and Park Association.
1969. A can of worms. Parks and Recreation 4(May): 23.

A federally funded summer day camp sports program for ghetto youth is criticized as being a duplication of ongoing activities sponsored by public, private, voluntary, and church agencies throughout the country. Protests by NRPA resulted in more coordination with local agencies.

348. National Recreation and Park Association.
1969. Selected bibliography on recreation for the mentally retarded. Thera. Recr. Journ. 3 (Fourth Quarter): 41-42.

A bibliography of 34 selected articles published between April, 1964, and July, 1969, is presented. Specific recreational activities for MRs investigated include crafts, games, dance, scouting, and camping.

349. National Recreation Association.
1962. Camping for seniors. Recreation 55(May): 236-237.

Some camps offering day and overnight camp programs for the elderly are listed. The benefits of these programs are discussed.

350. National Recreation Association.
1962. Camping unlimited: handicapped children learn how to tackle outdoor activities. Recreation 55(March): 146.

Pictures from 3 Easter Seal camp programs are presented.

351. National Recreation Association.
1952. Day camp for oldsters, Oakland, California. Recreation 45(March): 560-561.

A day camp for senior citizens was conducted by the Oakland, California, Recreation Department in August of 1951 (mostly pictures).

352. National Recreation Association.
1963. Ranch camp. Recreation 56(March): 125-126.

The Double G Ranch facilities near Soddy, Tennessee, are available during the summer season to children's camping groups, who for physical reasons are not eligible to attend a regular summer camp. Constructed to accommodate 126 campers, the ranch is available on application to southern chapters of nationally accredited youth health organizations.

353. Mayowith, Martin H.
1970. A proposal for training educable mentally retarded adolescents and adults for roles as physical education recreation aides and associates. Am. Corrective Thera. Journ. 24(July): 115-117.

A group of EMR adolescents and adults were taught to assist in the daily activities at a camp for disabled children. The sequenced training program and the on-the-job supervisory techniques which were used are described.

354. Neal, Larry, and Orchard, Grace.
1970. A descriptive study of the prevalence of therapeutic recreation camping by junior and senior high school age EMR and TMR youth. Thera. Recr. Journ. 4(Second Quarter): 1.

The article presents a research report of the camping experiences of 391 EMR and TMR teenagers. Fifty-five percent reported camping experiences with a slightly higher percentage of girls than boys. Fifty-three percent of the experiences were with family or friends. The balance of experiences were with voluntary agencies.

355. Nesbitt, John A., and others.
1972. Training needs and strategies in camping for the handicapped. Eugene, Oregon: University of Oregon Press.

Report on the National Conference on Training Needs for Personnel in Camping, Outdoor, and Environmental Recreation for Handicapped Children held March 29-April 1, 1972. Includes position papers, as well as an overall position statement on camping for the handicapped.

356. New Outlook for the Blind.
1976. Summer camping programs for visually handicapped persons. New Outlook for the Blind 70(March): 121-124.

The article lists over 50 summer camps in 29 states that serve visually impaired. Camp sponsors and age groups accepted are included.

357. New York Department of Conservation and the State Council on Parks and Outdoor Recreation.
1967. Outdoor recreation for the physically handicapped: a handbook of design standards. New York: New York Department of Conservation and the State Council of Parks and Outdoor Recreation.

Guidelines for facilities in parks and outdoor recreation settings are presented to make them accessible to the physically handicapped.

358. New York Times.
1964. Troubled youth get help in camp. New York Times (July 13).

The New York State Youth Division operates a camp program for delinquent boys. The program is discussed.

359. Nielsen, R. M.
1972. Forest service facilities for wheelchair nature lovers. Paraplegia News 25(286): 8-9.

Information is given on the special provisions for the disabled at Mammoth Lakes Campground in the Inyo National Forest (California) and the Trout Pond Recreation Area (Florida), as well as other less fully developed national forest facilities.

360. North, Sidney B.
1940. Scouting with crippled boys. Crippled Child 17(February): 133-134, 153-154.

The forming of Boy Scout troops for handicapped boys in Kansas City, Missouri, is described.

361. Nursing Mirror.
1965. Camping holidays for disabled children. Nsg. Mirror 121(October 8): IV-V.

A short pictorial description of a summer program for disabled children organized by the British Red Cross Society is provided. The purposes of the program are to give the children an adventurous, carefree holiday, to give their parents a rest, and to give cadets the opportunity to practice their skills.

362. O'Donnell, James.
1973. Snow trek. Parks and Recreation 8(April): 50-51.

The problems and accomplishments of 12 emotionally disturbed teenagers on a one-week hike in sub-zero temperatures in the Idaho Mountains are described.

363. Ogren, Ellen E.
1949. Connecticut sends handicapped children to camp. The Child 14(July): 2-5.

A state-wide planning board made up of representatives from the Boy and Girl Scouts, Junior League, and ACA planned the inclusion of handicapped children in camps in Connecticut. The problems encountered and methods used for selling the idea to the public are discussed.

364. Oliver, James N.
1966. Add challenge with variety in activities. Journ. of Health, Phys. Ed. and Rec. 37(April): 30-32.

The needs of the MR child for challenging physical activities in camp are discussed. Guides for counselors in providing activities are presented. A list of physical activities which can be used in a camp are also given.

365. Oliver, James N.
1965. The Kennedy-sponsored camps for mentally retarded children. Teaching and Training 3(3): 83-87.

The Joseph P. Kennedy, Jr., Foundation sponsors day camps which provide summer camping experiences to MR children and youth. The camp programs are described in the article.

366. Ontario Association for Retarded Children.
1965. History and progress in the Ontario Association for Retarded Children. Toronto, Ontario, Canada: Ontario Association for Retarded Children.

A brief historical review of the Ontario Association dating from 1947 until 1965 is provided. Discusses incidence, education, teaching and adult training, home care, recreation and camping, residential care, research, and future needs.

367. Ontario Association for the Mentally Retarded.
1975. The integration of trainable retarded children into regular residential camps, summer 1975. Part 1: Planning, Implementation. Toronto, Ontario, Canada: Ontario Association for the Mentally Retarded.

Procedures involved in the planning and implementation of the Ontario Association for the Mentally Retarded's project on integration of TMR children into regular camps are outlined. Historical background, developmental steps, staff training, selection of campers, and recommendations for the final phase of the project are included.

368. Orbach, Charles E.
1966. Camping experiences for psychiatric patients from a day care hospital. Journ. of Psychiatric Nursing 4(November): 571-585.

A study of the therapeutic benefits of a camping program on psychiatric day care patients is presented. Four different rating scales for dependency, involvement, resistance, and isolation were constructed to evaluate changes during 3 camping periods. Despite a large number of negative difference values, a majority of 47 patients exhibited changes of a positive nature.

369. Ortego, M. J., and others.
1964. Psychiatric patients at camp. Nsg. Mirror 118 (April 24): 75-78.

A case study of the effects of camping on behavior and attitudes of mental patients was conducted in a 5-day camp. The 14 subjects, who were from a long-stay ward, showed less aggressive behavior after the trip and reduced their need for sedatives.

However, the improvements in behavior were not paralleled by an improvement in mental state.

370. Orzack, Louis H., Charland, Benoit H., and Halliday, Harry.
1969. Day camping and leisure time recreation activities for the mentally retarded: Monograph No. 2 on the Pursuit of Change series. Bridgeport, Connecticut: Parents and Friends of Mentally Retarded Children of Bridgeport.

Problems that must be overcome in developing recreation programs for the disabled include defining their needs, selecting sites, transportation, staff selection, budgeting, and obtaining parental cooperation.

371. Oyasato, Thomas.
1953. The value of camp experience to campers referred from the juvenile court to Camp Palama-by-the-Sea and Camp Harold R. Erdman. Unpublished Master's thesis: University of Hawaii.

The benefits of camping for juvenile delinquents were investigated. Court workers found camp to be a beneficial experience in rehabilitating delinquent youth.

372. Palter, E.
1972. Exceptional children. Canadian Camping 2[illegible](2): 10.

The article provides a discussion of the inclusion of gifted, mentally retarded, physically disabled, physiologically impaired, perceptually disabled, emotionally disturbed, and culturally deprived children in a camp program.

373. Park, Leslie D.
1958. Camping for severely disabled adults. Journ. of Health, Phys. Ed. and Rec. 29(March): 22-23.

A camping project for severely disabled adults was conducted by the United Cerebral Palsy of Illinois. The program is described.

374. Parker, Jacquelyn A.
1968. Camping for children with diabetes--a diet therapy section project. Journ. of the American Dietetic Assn. 53(November): 486-488.

Experiences in planning, organizing, financing, and operating a summer camp for diabetic children, sponsored by the diet therapy section of the Utah Dietetic Association, are described.

375. Patterson, Thelma.
1948. The trend is camping. Crippled Child 15(April): 4-5, 24-25.

A brief history of camping for physically disabled children is presented. Also discussed are needs in camp personnel training, master planning, and camp administration.

376. Payne, Barbara P., Platt, Larry A., and Branch, Roger J.
1972. Intergroup camping and delinquency prevention: a preliminary assessment. Georgia Journ. of Corrections 11(4): 164-170.

The effects of a camping experience on the social behavior of boys from inner-city, low-income families residing in high-delinquency neighborhoods were studied. The structured community of the camp was found to contribute to the security and social development of these boys. However, black participants showed the most resistance to behavioral changes.

377. Payne, Darrel.
1965. Physical and social changes evident following a resident camp experience for physically handicapped children. Unpublished Master's thesis: California State College, Los Angeles.

Changes in physical and social adjustment of orthopedically handicapped children which were observed by parents following a 2-week camping experience were studied. Conclusions were: (1) positive changes occurred in both physical and social areas, (2) change can be measured by parents as evaluators, (3) degree of change results from 12 days of camping, (4) older campers show more rapid rate of change, and (5) repeated camp experiences bring on a greater rate of change up to 5 years.

378. Peckos, Penelope S., and Spargo, John A.
1964. For overweight teenage girls. Am. Journ. of Nsg. 64(May): 85-87.

A camping program was used to help teenage girls lose weight. Increased physical activity was one of the tools used.

379. Perlman, Jess.
1947. Camps for maladjusted children. The Nerv. Child 6(April): 155-160.

The benefits of camping experiences for maladjusted children are discussed.

380. Prater, Barbara M.
1969. Why diabetic children go to summer camp. Journ. of the American Dietetic Assn. 55(December): 584-587.

Reasons for attending a diabetic camp and expectations from the experience were investigated among 74 diabetic children and 66 parents of diabetic children. "Seeing and meeting other young people with diabetes" was considered to be most important by the greatest percentage of children (35%) and parents (54%).

381. Price, J.
1971. Adolescents/youth. Am. Journ. of Orthopsychiat. 41(March): 293, 306.

Summaries of 13 papers presented at the 48th annual meeting of the American Orthopsychiatric Association are provided. The topics include survival camp training for delinquents.

382. Price, William F., and Lunan, Bert.
1967. Little Grassy facilities. Mental Retardation in Illinois 1(3): 31-32.

A resident camping program in the southern Illinois area accommodates 60 MR campers. The counselor-camper ratio is maintained at 1 to 3. The philosophy is that MR can enjoy and benefit from the experience.

383. Pugh, Sally.
1963. Emotionally disturbed inservice patients go to camp. Hospital Management 95: 86.

Pugh describes a summer camp sponsored by Eleon Steinberg Division of Child Psychiatry at Jewish

Hospital of St. Louis. Planning, equipment, facilities, program, and staff are discussed.

384. Rabban, Meyer.
1973. What camps can do to meet individual camper needs and still maintain group effectiveness. Camping Mag. 45(March): 8-9, 53.

The benefits of a group experience for children with special needs and other members of a small group are discussed.

385. Radir, Ruth.
1951. A new camp for the handicapped. Recreation 44 (March): 546-548.

A camp for handicapped and other teenaged youth was sponsored by the Agricultural Extension Service of the State College of Washington in cooperation with the state Society for Crippled Children and Adults. Campers and counselors are described.

386. Ramsey, Glenn V.
1964. Sociotherapeutic camping for the mentally ill. Social Work 9(1): 45-53.

A 2-year study of institutionalized mentally ill campers showed improvement for a large percentage of campers; however, some remained unaffected and a small percentage had worsened conditions.

387. Randolph, Kathryn D.
1956. A survey of the pre-camp counselor training program in camps for handicapped children. Unpublished Master's thesis: State University of Iowa.

Nineteen Easter Seal Camps were surveyed to determine and evaluate content of pre-camp training programs. It was found that philosophy, objectives, privileges and responsibilities, and camp policies were covered in all camps. Ninety percent covered teaching methods and progressions. Only 19% role-played disabling conditions and only 21% worked on ADL skills. Researcher recommended a number of improvements for training.

388. Rawson, Harve E.
1973. Behavior modification in a summer camp setting. Journ. of Health, Phys. Ed. and Rec. 44(March): 76-78.

Behaviorally disoriented children are "treated" in a residential short-term camp. The enjoyable nature of camping combined with the high degree of environmental control are used to bring about behavioral changes. The camp is described.

389. Rawson, Harve E.
1973. Research attests to behavior change in programs geared to specialized camping. Camping Mag. 45(May): 16-17.

Englishton Park Academic Remediation and Training Center sponsors a therapeutic camp for children with behavior problems. The goal of the program is to effect significant alteration of problematic behavior toward more socially appropriate and rewarding activities. Evaluation of program shows goal is being reached.

390. Rawson, Harve E.
1973. Residential short-term camping for children with behavior problems: a behavior modification approach. Child Welfare 52(October): 511-520.

Over 250 children have been treated in the 3-year existence of Englishton Park Academic Remediation and Training Center's camp program for children with behavioral problems. Academic subjects are taught through camping activities and behavior modification techniques are used to improve behavior and attitudes. Research shows program has positive effect on behavior, attitudes, and academic achievements.

391. Raymondjack, Jim.
1969. Camp Lotsafun. Challenge 4(May/June): 4-5.

A 7-week summer day camp for MR, Camp Lotsafun, served 89 TMR, EMR, perceptually impaired, and emotionally disturbed children. Activities centered around a different theme each week and included field trips, swimming, gym play, arts and crafts, music, nature study, and camp crafts.

392. Rehabilitation Record.
1968. A feeling for nature. Rehab. Record 9(January/February): 20-21.

The Roaring Fork Braille Trail in Colorado's White River National Forest is a prototype of outdoor areas designed for blind and sighted persons. The trail is briefly described.

393. Rehabilitation Record.
1969. Handicapped among flora and fauna. Rehab. Record 10: 20-21.

A project administered by the Department of Agriculture brought disabled people to the George Washington National Forest. Trails were built to meet the specific needs of the handicapped.

394. Rehabilitation Record.
1972. The creation in recreation. Rehab. Record 13 (May/June): 40.

The article discusses the following: recreation and rehabilitation; dance and the deaf; recreation for the lonely, anxious, and bored; drama and the blind; wheelchair activities; camping for the retarded; blind bowling; homebound recreation; and travel for the disabled.

395. Reitman, E. Edward, and Pokorny, Alex D.
1966. A day center goes camping. Hosp. and Commun. Psychiatry 17(June): 181-183.

Describes a 7-day therapeutic camping experience for patients from the Houston VA day treatment center. The camping trip is an extension of their regular program which emphasizes social skills and new experiences.

396. Reitman, E. Edward, and Pokorny, Alex D.
1966. The best medicine--day center patients go camping. Austin, Texas: University of Texas Printing Division.

A one-week camping trip was attended by patients from a day center of the Houston VA Hospital. A case study of the feelings and attitudes of patients as reflected in their behavior is presented.

397. Rerek, Margaret D.
1973. Senior citizen camping: an innovative program in community psychiatry. Journ. of the Bronx State Hosp. 1(Spring): 85-87.

A 2-week camping program for the elderly is described. An innovative feature was the inclusion of psychiatric patients in with normal elderly.

398. Resnick, Rose.
1972. The specialized camp as preparation for integration. New Outlook for the Blind 66(December): 374-376.

Adaptations of normal camping situations, including specially trained staff and barrier-free design, are discussed in terms of providing camping experiences to blind children.

399. Reynolds, Grace D.
1973. A swimming program for the handicapped. New York: Association Press.

The manual contains teaching materials for aquatic staff, as well as safety standards and guidelines for the improvement and training of leaders.

400. Richards, Catherine V.
1971. Camping opportunities for disadvantaged youth--a planning and coordinating guide. Washington, D.C.: U.S. Government Printing Office.

A guide to community planning, organizing, and coordinating of camping opportunities for disadvantaged youth is presented. It is based on data principally taken from a national camping survey for disadvantaged youth completed in January, 1969.

401. Richardson, Stephen A.
1971. Children's values and friendships: a study of physical disabilities. Journ. of Health and Social Behavior 12(September): 253-258.

The relationship between values and behavior was examined using 9-13 year old children's values toward physical handicaps and their choice of best friends in a summer camp where children with and without physical handicaps lived together. Nondisabled children whose individual values toward handicaps were similar to the group value those non-disabled best friends only for the first 2 weeks of camp.

402. Richardson, Steven A., Ronald, Linda, and Kleck, Robert E.
1974. The social status of handicapped and non-handicapped boys in a camp setting. Journ. of Sp. Educ. 8(Summer): 143-152.

The article provides an examination of friendship and preference choices of handicapped and non-handicapped boys who had the opportunity to get to know each other over an extended camping session.

403. Rickard, Henry C., ed.
1971. Behavioral intervention in human problems. New York: Pergamon Press, Inc.

Camp programs for the emotionally disturbed are discussed in Chapter 6 in terms of philosophy, framework, staff, behavior modification, self-control techniques, interviews for evaluation, parental counseling and follow-up.

404. Rickard, Henry C., and Dinoff, Michael.
1967. Behavior change in a therapeutic summer camp--a follow-up study. Journ. of Genetic Psychology 110(2): 181-183.

A follow-up study of emotionally disturbed boys was made 3 months after attending a summer camp. The majority of parents were pleased with the camp program and perceived their sons as having made progress associated with the summer camping experience.

405. Rickard, Henry C., and Dinoff, Michael, eds.
1974. Behavior modification in children: case studies and illustrations from a summer camp. University of Alabama: University of Alabama Press.

Various case studies in behavior modification conducted at Camp Ponderosa, a therapeutic camp for emotionally disturbed children, are presented. Studies in self-control techniques and studies of behavior modification in the camp classroom are also presented.

406. Rickard, Henry C., and Hart, J. L.
1973. Trial, error and the obvious: control of "clean-up" behavior in a summer camp. Journ. of Community Psychology 1(April): 217-220.

Token reinforcement and contingency management were used in a camp setting to control "clean-up" behavior of emotionally disturbed males (CA 9-11). Procedures and effects of techniques are discussed.

407. Rickard, Henry C., and others.
1975. Problem-solving attitudes of children in a recreation camp and in a therapeutic camp. Child Care Quarterly 4(Summer): 101-107.

The problem-solving attitudes of 30 boys (CA 7-14) in a recreation camp and 53 boys (CA 7-17) in a therapeutic camp for emotionally disturbed children were compared. Results of the experimental study are reported.

408. Rickard, Henry C., Serum, Carmella S., and Wilson, Warner.
1971. Developing problem-solving attitudes in emotionally disturbed children. Adolescence 6(Winter): 451-456.

During a 7-week camping session for emotionally disturbed boys, group discussion was used as a means of conflict solution. Effectiveness of this technique in developing problem-solving attitudes was studied.

409. Rickard, Henry C., and Taylor, Nancy C.
1974. Strategy of multiple-baseline evaluation: illustrations from a summer camp. Perceptual and Motor Skills 39: 875-881.

Control of 2 different classes of desirable summer camp behavior was demonstrated in a multiple-baseline design. The advantages of the multiple-baseline strategy in short-term treatment programs were discussed.

410. Robb, Gary.
1971. A correlation between socialization and self-concept in a summer camp program. Thera. Recr. Journ. 5(First Quarter): 25-29.

Robb investigated the effects of a summer camp program on socialization and self-concept of 60 emotionally disturbed children (CA 7-16). A significant increase in socialization and self-concept was found.

411. Robb, Gary M.
1970. A new dimension in treatment--therapeutic recreation for the emotionally disturbed child. Thera. Recr. Journ. 4(First Quarter): 13-14.

At the Children's Psychiatric Center (Salt Lake City, Utah), the therapeutic recreator plays a role of primary therapist in the treatment of emotionally disturbed children. His role as a summer camp group leader is also discussed.

412. Robb, Gary M.
1973. Camping for the physically handicapped: a rationale and approach. Rehab. Literature 34(May): 130-133.

The type of camp a disabled child should be sent to is discussed. As an example, a private camp for physically disabled children is described in terms of philosophy, programs, and camper interaction.

413. Robinson, Frank M.
1967. New dimensions in camping for the physically handicapped. Parks and Recreation 2(February): 21.

Non-disabled children were integrated with physically disabled children in a camping program. The effects of the experience are described.

414. Rohrbacher, Richard.
1971. The influence of a special camp program for obese boys on weight loss, self-concept, and body image. Unpublished doctoral dissertation: Boston University.

Effects of an 8-week special camp program on obese boys (8-18 years old) were investigated. Findings included a significant positive change in body image, no change in self-concept, and a sustained weight loss.

415. Root, Les.
1968. Corrective therapy medical rehabilitation

report: Camp American Legion. Am. Corrective Thera. Journ. 22(November): 204-206.

Camp American Legion, which is a service provided free of charge to Wisconsin veterans referred by their physicians for treatment of mental and physical disabilities, is described.

416. Root, Leslie.
1964. Report on the corrective therapy rehabilitation programs at Camp American Legion. Journ. of the Assn. for Physical and Mental Rehab. 18 (March/April): 49-51.

The corrective therapy program at Camp American Legion (Wisconsin) for physically handicapped adult males is described.

417. Rosen, Howard G.
1959. Camping for the emotionally disturbed. Children 6(May): 86-91.

Staff selection, camper selection, pre-camp preparations, program, camper assessment, and follow-up activities in a camp for emotionally disturbed children in Tacoma, Washington, are described.

418. Ross, Mary Ellen.
1971. The effectiveness of a three day pre-camp training program for staff in a summer residential camp for physically handicapped children. Unpublished Master's thesis: The Pennsylvania State University.

Camper-care skills, camp philosophy, camp routines, health, and safety in pre-camp training were studied in a summer camp serving physically disabled children. Staff deemed program effective in providing adequate training, but recommended additional emphasis in certain areas.

419. Rotman, Charles B.
1973. The problem camper: to tolerate, treat, or terminate. Camping Mag. 46(September): 16-17.

The decision of the camp director to tolerate, treat, or terminate campers and staff who continue to display atypical behavior in the camping community even after constructive discussions is discussed.

420. Rourke, R. J.
1971. A share of summer fun. Journ. of Health, Phys. Ed. and Rec. 42(May): 71-72.

The Department of Mental Hygiene, Division of Mental Retardation (New York), operates a summer recreational camping program for MR youngsters and adults from state schools and the local community. The program has had a positive effect on the relationship between the state schools and the communities in community interaction with state programming.

421. Ryan, James L.
1970. Therapeutic camping for the emotionally disturbed. North Carolina Rec. and Park Review 23(January): 13, 26, 27.

An overnight camping trip for emotionally disturbed young adults was described. Also included was a brief review of the literature concerning the therapeutic values of camping for the emotionally disturbed.

422. Ryan, James L., and Johnson, Dale T.
1972. Therapeutic camping: a comparative study. Thera. Recr. Journ. 6(Fourth Quarter): 178-180.

The attitudinal feelings of emotionally disturbed adolescent campers before, during, and after a 24-hour camping trip were studied. The results indicated that campers and staff experience mood changes during and after a camping trip and that depression, hostility, and anxiety increase upon returning to the institution.

423. Ryan, William F.
1964. Observations of a community recreation director on recreation for the retarded. Rec. in Treatment Centers 3: 16-17.

Describes the volunteer, community, and financial support which was obtained for the running of a year-round recreation program for disabled children in Quincy, Massachusetts. The day camp program for MR children is specifically discussed.

424. Saake, Robert D.
1972. Probation camp schools and recidivism. Unpublished doctoral dissertation: University of Southern California.

The effectiveness of the camp school in combating delinquency was studied. Findings showed no significant relationship between length of time spent in the institution and community performance.

425. Salvation Army.
1964. Salvation Army, the Golden Age Camp. Syracuse, New York: Golden Age Department, Salvation Army.

The annual report (1964) of the Jefferson Park Camp for senior citizens is presented.

426. Samuels, Doris.
1969. A unique recreationist. Parks and Recreation 4(July): 35, 47-49.

John McCraw, the first blind person employed by the Baltimore city bureau of recreation, is the program director for Baltimore's Day Camp for the Handicapped, which serves 1200 handicapped children annually.

427. Saunders, Rita, and Schact, Herbert.
1959. A camp for exceptional children. Recreation 52(March): 102-103.

The staffing and program of Camp Waterford (Quaker Hill, Connecticut), a camp for exceptional children, are described, including job responsibilities for the administrative director, administrative assistant, and program director.

428. Schechter, David S.
1953. Senior citizens at camp. Camping Mag. 25 (November): 15-16.

A camp program for the elderly is operated in June and September at a campsite in New York which was formerly only used for children during July and August. Thus, greater utilization of facilities is achieved and a previously unmet need is filled.

429. Scheer, Ralph M., and Sharpe, Willie M.
1963. Social group work in day camping with institutionalized delinquent retardates. Training School Bulletin 60(November): 138-147.

The effect of day camping on behavior of delinquent retardates was investigated. It was found that delinquent behavior was minimized at camp, but previous behavior patterns were reverted to after camp.

430. Scheidlinger, Saul, and Scheidlinger, Lucy.
1947. The treatment potentialities of the summer camp for children with personality disturbances. The Nerv. Child 6(April): 232-242.

The psychotherapeutic values of camping for emotionally disturbed children are discussed.

431. Scherr, Merle S.
1968. Role of summer camp in rehabilitation of the asthmatic patient. Review of Allergy 22 (February): 169-175.

A review of rehabilitation programs for asthmatic patients is presented. The treatment concept of summer camping, which was developed from existing programs, is used in an 8-week summer camp program at Bronco Junction. The purpose of the camp is to prepare asthmatic children for "normalcy" through medical allergy treatment, physical conditioning, and camping activities.

432. Schleifer, Maxwell J.
1973. Case history: "where can I run now?". Except. Parent 3(May/June): 31-35.

Presented from the points of view of a 15 year old learning disabled boy, his mother, his father, and a counselor is a case history focusing on the boy's running away from a summer camp program.

433. Schleifer, Maxwell J.
1974. Summer camp? Except. Parent 4(March/April): 41-47.

Considerations for parents who plan to send their handicapped child to summer camp are discussed.

434. Schoenbohm, W. B.
1953. Family fun -- at 'parent' camp aids understanding of the handicapped's problems. Crippled Child 3(April): 8-9.

At a camp near Mankato, Minnesota, parents of handicapped children go with their children to have fun, to attend lectures, and to gain a better understanding of their children.

435. Schoenbohm, W. B.
1962. Planning and operating facilities for crippled children. Springfield, Illinois: Charles C. Thomas.

Information on building and operating facilities for physically disabled children is provided. The selection of an architect, site selection, and alterations of facilities are discussed. A section on camps is also included.

436. Schoenbohm, W. B., and Novick, Lawrence.
1959. Building camp facilities for the handicapped. Recreation 52(March): 94-96.

Adaptations in the physical environment needed in camps which serve the physically disabled are discussed.

437. Seagle, Edward E., Jr.
1974. A study of the feasibility of integrating blind, deaf, and non-handicapped youngsters in an outdoor resident camp setting. Unpublished Master's thesis: Brigham Young University.

Through a survey of 50 camps which serve the handicapped in the United States and Canada, it was found that integration of blind, deaf, and non-handicapped could be beneficial to all the campers. Program possibilities and minimal requirements for leadership are also outlined.

438. Sears, Bradford G.
1947. Blueprint for successful camping. Crippled Child 14(April): 8-11.

A discussion is provided of the selection of a campsite with considerations to topography and vegetation. The centralized versus the decentralized camp is also discussed.

439. Sellwood, John J.
1958. Camping for cardiac children. Camping Mag. 30 (January): 20-23.

An experimental camp program for cardiac children is described. The program concentrated on providing relaxation and rest without giving the feeling of unnecessary restriction.

440. Sellwood, John J.
1955. Camping for the physically handicapped. Journ. of the Assn. for Physical and Mental Rehab. 9 (March/April): 53-55.

Camps for physically handicapped are divided into 2 major types: recreational and therapeutic. Both types of camps are discussed. In addition, organization, sites, and finances are also discussed.

441. Sexter, Jay Seymour.
1972. Adjustment of EMR children in integrated and segregated residential summer camp settings and attitudes of normal children and camp staff members toward EMR children. Unpublished doctoral dissertation: Fordham University.

The researcher studied the effects of an integrated camp program on (1) adjustment of EMR campers, (2) attitudes of "normal" campers, and (3) attitudes of staff. It was found that EMR children adjust the same in integrated and segregated camp programs. It was also reported that attitudes of "normal" campers and staff undergo a positive change after integrated camp experience.

442. Shannon, Phillip D.
1960. Outdoor living therapy for children. Western Camping Mag. (January).

A brief description of Clear Water Ranch Children's House (California) is presented. History, program, group work, staff psychiatrist's role, and parents' role are discussed.

443. Sharman, Russ, and Woolstenhulme, Ron.
1973. Freezurtoz: a winter camping experience. Challenge 9(November/December): 1, 12.

Camp Freezurtoz is a winter camp operated by the Idaho State School and Hospital Recreation Department for the mentally retarded. Pre-planning, camp activities, and camper selection are described.

444. Shaver, Phillip, and Scheibe, Karl.
1967. Transformation of social identity: a study of chronic mental patients and college volunteers in a summer camp setting. Journ. of Psychology 66(May): 19-37.

The authors hypothesized that camping can be used as a humanizing agent for mental patients. The subjects, 79 adult mental patients, attended camp from 1 to 7 weeks, depending on their diagnosis. Forty of the campers were rated by counselors and psychiatrists as showing significant gains toward mental health during camp.

445. Shea, T., Phillips, T. L., and Campbell, A.
1972. Outdoor living and learning complement each other. Teaching Except. Childr. 4(3): 108-118.

An outdoor laboratory experience designed to enrich the educational experiences of children with special needs is described. The Little Grassy Outdoor Lab, located near SIU Carbondale campus, includes a lake, fishery, conservation camps, animal farm, experimental farms and forests. The lab is available for use by groups from anywhere in the country.

446. Shellhaas, Max D.
1969. Sociometric status of institutionalized retarded children and non-retarded community children. Am. Journ. of Mental Deficiency 73(March): 804-808.

A sociometric analysis of 67 institutionalized retarded children and 53 non-retarded community children in a 5-day camp was studied. Results indicated that there was a relationship between mental ability and sociometric status.

447. Shellhaas, Max D.
1969. The effects of small group interaction on sociometric choices of day campers. Am. Journ. of Mental Deficiency 74(September): 259-263.

The results of this study indicate that small group interaction in a day camp setting increases sociometric choices within small groups. Cross-choices between institutional retarded campers and non-retarded community campers were found to be facilitated by small group interaction.

448. Shepp, Robert E.
1968. Expanding program services. Parks and Recreation 3(November): 43-44.

Author reports on a community-sponsored camp for physically handicapped children. The organization, program planning, and community cooperation are described.

449. Shinebourne, Elliot, and Hargreave, F. E.
1968. Medically supervised holidays for diabetic children. Lancet 1(April 27): 911-912.

The British Diabetic Association sponsors camps for diabetic children and youth. Camp locations, number of campers, fees, staff, activities, and aspects of diabetic management are discussed.

450. Shipp, Joseph C.
1963. A Florida summer camp for diabetic children: value of using an existing camp and of affiliation with a university medical center. Journ. of the AMA 184(April 27): 312-314.

The medical history and information needed for a diabetic child to attend summer camp are discussed.

451. Shivers, Jay S.
1970. Rationale for an outdoor recreational facility for the mentally retarded. Thera. Recr. Journ. 4(Second Quarter): 26-32.

The design of an outdoor education area at the Mansfield State Training School for the MR in Connecticut is described. The article contains general guidelines for choosing equipment and surfaces and designing the instructional areas.

452. Shniderman, Craig M.
1974. Impact of therapeutic camping. Social Work 19 (May): 354-357.

The effectiveness of a therapeutic camp for disturbed boys which provides counseling and intervention techniques was assessed. Data collected from California test of personality showed no difference between campers and non-campers. However, parent reports showed campers had become more socially adjusted.

453. Silver, Abraham A.
1971. Camp Glyndon for diabetic children. Rehab. Record 12(July/August): 13-16.

Camp Glyndon, a joint undertaking of the Maryland and District of Columbia Diabetes Associations, is a camp for diabetic children between the ages of 5 and 15 years. Campers are referred to camp because of their need for training in handling diabetes. The program includes recreation, formal classes in self-care, and counseling for emotional adjustment.

454. Smith, Bert K.
n.d. The worth of a boy. Austin, Texas: Hogg Foundation for Mental Health, University of Texas.

A residential camp program for emotionally disturbed boys uses an approach of creative listening, non-judgmental attitudes, and empathetic unlearned love. Evening campfires serve as group therapy sessions.

455. Smith, Dorothy, and Smith, Jerry.
1970. They love being vagabonds. Modern Maturity 13 (2): 11.

Camping among senior citizens has increased with the advent of the recreational vehicle. This phenomenon is discussed in the article.

456. Smith, Joseph S.
1953. Camping with the mentally retarded. Recreation 46A(September): 214.

Goals for a successful camp for the mentally retarded are stated. The author feels that even the most sheltered and retarded camper shows signs of awareness of self in relation to others as a result of the camping experience.

457. Smith, Martha K., and Martin, Harry W.
1966. Therapeutic camping and mental patients--a study of interaction. Proceedings of the Southwestern Sociological Association.

Field notes and interviews revealed distinct patterns of interaction among state mental hospital patients participating in a 2-week camping program. These findings are discussed.

458. Sorenson, Roy.
1939. The relation of camp to the year-long experience of the camper. Character Education in the Summer Camp VI. New York: Association Press.

Seven factors in camp affecting carry-over, 6 principles for interrelating camp and community experience, and 15 procedures for affecting a transfer of knowledge about campers are listed and briefly discussed.

459. Spear, Dorothy.
1960. Daniel Boone roams again--when the severely handicapped go day camping. Recreation 53 (March): 116-118.

A day camp program for severely handicapped is described.

460. Spear, Dorothy.
1959. Handicapped children can go to regular camp. Camping Mag. 31(April): 31-34.

The integration of physically handicapped children with non-handicapped children at agency camps for normal children is discussed. Steps toward placement of a child in a regular camp are outlined.

461. Spinelli, Antonio, and Earley, James.
1972. Dual nature trails use both braille and printed markers for use of visually handicapped campers. Camping Mag. 44(March): 19.

The article discusses the use and program for the Hale Camping Reservation's nature trail, which is used by the visually impaired.

462. Stadnyk, Sue, and Bindschadler, Nancy.
1970. A camp for children with cystic fibrosis. Am. Journ. of Nsg. 70(August): 1691-1693.

A camp designed to meet the special pulmonary regimens and dietary restrictions of children with cystic fibrosis is discussed. Staffing, daily program, benefits, and activity considerations are discussed.

463. Steel, David T.
1969. The effects of physical skills and academic self-concepts on general self-concept and academic achievement in a summer camp environment. Unpublished doctoral dissertation: Michigan State University.

The effects of 2 educational treatments on academic achievement and general self-concept of EMR adolescents in a summer camp were studied. All campers improved in self-concept, but the gain was lost after one semester. No gain in academic achievement was found.

464. Stein, Thomas A.
1963. Some affective outcomes accompanying a camping experience of physically handicapped adults. Rehab. Literature 24(July): 194-200.

The effects of camping on the interests, activities, and self-acceptance of physically handicapped adults were studied. No change in self-acceptance occurred. There was little carry-over of camp activities to the home environment. No change in patterns of interest was found and no change in social participation resulted from the camping experience.

465. Stepanik, J., Novak, T., and Teplik, T.
1971. Utilization of holiday camps for the recognition and amendment of problem children. Psychologia A Patopsychologia Dietata 6(4): 343-353.

Holiday camps for boys with behavior disorders (CA 15 years) are described in terms of purpose and program. The diagnostic possibilities provided by this setting are also described.

466. Stephens, John W., and others.
1969. Gales Creek Camp--a summer camp for diabetic children. Northwest Medicine 65: 643-645.

Observation of diabetic children in a summer camp can replace annual hospitalization for evaluation of changes affecting control. Factors to be observed are discussed.

467. Sternberg, Robert A.
1968. Organization of camping programs for the mentally retarded. In Selected convention papers of the 46th annual international convention,

New York, April 14-20, 1968. Washington, D.C.: Council for Exceptional Children, 251-253.

Safety precautions and accurate selection of campers are essential to the effective functioning of a day camp for exceptional children. Safety precautions should include medical permission, early screening, and the determination of medication needs. These and other factors are discussed.

468. Sternberg, Robert.
1966. Structured camping for the exceptional child. Rec. for the Ill and Handicapped 10(October): 5.

A camping program for exceptional children (ED, MR, deaf, aphasic, and neurologically impaired) was initiated in the summer of 1965 outside of Baltimore. Selection of campers, physical facilities of the camp, staff, safety precautions, and activities are discussed.

469. Stockhamer, Rose.
1963. Day camp for the mentally retarded. Recreation 56(May): 236-237.

A summer day camp program for MR run by the Bronx House (New York, New York) was created to help campers develop self-care skills, relationships with peers and adults, learning skills, and motor coordination; to provide the campers with new experiences; and to help parents of MR modify attitudes toward their children.

470. Stone, Edward H.
1971. There's a wheelchair in the woods. Parks and Recreation 6(December): 18-19.

Through the use of technology, the forestry department is making pathways so that the physically disabled, blind, and deaf can also enjoy nature.

471. Stoudenmire, J., and Comola, J.
1973. Evaluating Camp Climb-up: a two-week therapeutic camp. Except. Childr. 39(April): 573-575.

A 2-week camp for elementary school age children of average intelligence who present adjustment problems or emotional symptoms is described. The therapeutic aspects of the program are included.

472. Subcommittee on Medical Standards of the Committee on Camps, American Diabetic Association.
1957. Suggested medical standards for camps for diabetic children. Diabetes 6(January/February): 126-129.

Very general standards for entrance requirements, personnel, and equipment for camps serving diabetic children are described. Some aspects of the article may be dated (insurance, testing methods, recommended equipment).

473. Sussman, Karl E., Jenson, William K., and Vandenbergh, Richard.
1966. Diabetic summer camps. Importance in treatment of juvenile diabetics. Rocky Mountain Med. Journ. 63: 57-59.

The psychological problems of the juvenile diabetic, which a summer camp program can help to prevent or ameliorate, are discussed. Several camps are discussed.

474. Switzer, Richard, and Clark, Margaret.
1964. Camping for severely disabled children. Rehab. Record 5(September/October): 7-9.

The Easter Seal Day Camp at Human Resources (Albertson, New York) is described. The benefits that severely disabled children derive from the camping experience are also reported.

475. Sykes, K. C.
1974. Camp Challenge: program for parents and their pre-school children with visual handicaps. New Outlook for the Blind 68(October): 344-347.

Community action program focused on the need to provide services to parents of pre-school children with visual handicaps. Scheduling at the camp allowed parents to attend lectures while trainee teachers worked with the children. Recruitment, programming, and evaluation are discussed, as well as the informal aspects of the camp.

476. Taylor, Edgar A., Jr.
1957. School camping is rewarding for retarded children. Journ. of Health, Phys. Ed. and Rec. 28(May/June): 32-34.

A successful experiment in school camping for a group of EMR children is described.

477. Taylor, G. E., and Rickard, H. C.
1974. Generalization of stimulus control in a summer camp. Psychological Reports 34(April): 419-423.

A manual signal was used to demonstrate stimulus control of noise level in a summer camp for 57 behaviorally disturbed children. The stability of control over time and the generalization of control to novel situations and signalers were examined.

478. Thatcher, Susan.
1945. A counselor looks at camping. Crippled Child 13(December): 118, 141-142.

Qualifications of counselors at Camp Daddy Allen are discussed. The author also describes her personal fears and misgivings that she had when she started as a counselor and her feelings at the end of the camping period.

479. Therapeutic Camping Task Force.
1973. Outdoor therapeutic program: research and demonstration project proposal. Atlanta, Georgia: Therapeutic Camping Task Force.

The task force proposes a demonstration project in which therapeutic camping would be used as an alternative to institutionalization for emotionally disturbed children. Rationale and program plans are included.

480. Thompson, Morton.
1961. Cerebral palsy--day camp. Recreation 54(March): 141-142.

A camp in Nassau County, New York, provides a Saturday recreation program through the winter months and a day camp program during the summer which serve individuals with cerebral palsy. The facilities and groupings are described in depth.

481. Thorstenson, C. T., and Heaps, R. A.
1973. Outdoor survival and its implications for rehabilitation. Thera. Recr. Journ. 7(First Quarter): 31-33.

An investigation was made of the effects of outdoor survival training in mental health treatment and prevention. A positive change was found in the overall level of self-esteem of participants after an outdoor survival training program.

482. Trageton, Marta, and Thorstein, Nils.
1972. Fjillheimen Leirskole, an experimental school camp for the mentally handicapped. In George W. Donaldson and Oswald Goering, eds., Perspectives on Outdoor Education. Dubuque, Iowa: William C. Brown Company, Publishers.

The Fjillheimen Camp School in Norway is an experiment in the education of the mentally retarded. It is operational year-round and its program includes physical activities, homemaking, environmental education, musical and art activities, and social activities. Campers come for 12-day periods from schools and institutions serving MR throughout Norway.

483. Tremonti, Joseph B., and Reingruber, Muriel.
1972. Kankakee State Hospital summer camping program. Journ. of Health, Phys. Ed. and Rec. 43(May): 77-78.

A summer camping program is conducted for emotionally disturbed and mentally retarded students at Kankakee State Hospital (Illinois). It is an 8-hour program held 5 days a week, plus 3 weekend trips to a summer lodge.

484. Tuttle, Lois P., Terry, Douglas, and Shinedling, Martin M.
1975. Note on increase of social interaction of mental patients during a camp trip. Psychological Reports 36(February): 77-78.

The use of a camping trip in the mountains was explored as a therapeutic tool to increase social interactions of mental patients. Data collected indicates camping may be effective, but problems of structure, optimal length, and lasting effects need assessment.

485. Twersky, Jacob.
1952. A part of my life. Recreation 46(June): 137-138.

Memories of camping experiences are related in this article by a man who has been blind since birth. He feels the camping experiences were very important in his life.

486. Twyman, Jack.
1971. Baseball where the players are. Parks and Recreation 6(September): 27, 38.

A baseball day camp in Cincinnati for inner-city disadvantaged youth is described.

487. United Community Services of Metropolitan Detroit.
1967. A study of overnight camping for severely handicapped children. Detroit, Michigan: United Community Services.

The need for overnight camping services for children with orthopedic, neurological, congenital, spastic, and convulsive disorders was studied for the Detroit area.

488. United States Bureau of Outdoor Recreation.
1967. Outdoor recreation planning for the handicapped. Washington, D.C.: U.S. Bureau of Outdoor Education.

Methods for adapting outdoor recreation services for the disabled are suggested. Modifications are recommended for playgrounds, swimming and camping facilities, and fishing and boating areas. Sources of support and information on recreation programming are listed.

489. United States Department of the Interior.
1971. Recreation park guide for the handicapped. Washington, D.C.: U.S. Department of the Interior, National Park Service.

Descriptions of accessible areas are provided on a state-by-state basis. Also lists other publications.

490. United States Forest Service.
1971. Planning a facility for the handicapped--Mammoth Lakes Campground. San Francisco, California: U.S. Forest Service.

The Mammoth Lakes Campground, 300 miles north of Los Angeles in the Inyo National Forest, was developed for use by the disabled. This pamphlet was written to serve as a planning guide for others. It covers financing, campground design, administration, and design of special recreation facilities.

491. University of Michigan.
1962. Workshop in human behavior. Ann Arbor, Michigan: University of Michigan.

The University of Michigan's fresh air camp is described, including operations, concepts, and programs.

492. Van Horn, Omah Jean.
1955. Camping for the crippled child in Indiana and Illinois. Unpublished Master's thesis: Ball State Teachers College.

Twelve camps in Illinois and Indiana were surveyed to determine the extent to which they were serving handicapped children. Objectives of the camps, populations served, orientation programs, and personnel are described in the study.

493. Vancon, Nancy.
1970. Space to grow. Rehab. Around the World 21(5): 10-15.

An outing by 30 mentally handicapped children in Washington National Forest in Virginia is described.

494. Ventura, Marlene R., and Dundon, Mike.
1974. A challenging experience in canoeing and camping as a tool in approaching the drug problem. Journ. of Drug Ed. 4(Spring): 123-127.

An experimental program patterned after the Outward Bound program revealed no significant changes in self-esteem although some anecdotal notes are reported. Measurement of changes in self-esteem may not lend itself to pre- and post-testing with standardized tests in the brief interval and a "sleeper effect" may exist.

495. Vermont Recreation Department.
n.d. Senior citizen camp. Montpelier, Vermont: Vermont Recreation Department.

The program of activities at the Senior Citizen Camp sponsored by the Vermont Recreation Department is described.

496. Verven, Nicholas.
1962. The technique of therapeutic intervention in a treatment camp. Am. Journ. of Orthopsychiat. 32(October): 837-841.

Camp Wediko is a residential treatment center for delinquent children. Group therapy, psychodrama, and individual counseling are used as therapy. The purpose of the camp is to prepare delinquents for more traditional treatment upon returning to the community.

497. Verven, Nicholas, Schwabb, Edleff, and Young, Robert.
1957. The training of counselors for a treatment camp. Journ. of Social Issues 13(1): 54-61.

Camp Wediko (New Hampshire) is a treatment camp for 9 to 14 year old emotionally disturbed children referred from clinics and social service agencies. Program includes typical camping activities, plus group therapy and psychodrama. Staff consists of trained personnel from many fields, as well as graduate students in psychology or social work. An orientation week is held prior to camp in which staff receive training on philosophy, activities, daily procedures, treatment methods, campers, and anticipated problems.

498. Victor, Marilys.
1952. The handicapped go camping. Recreation 45 (January): 459-461.

Handi Camp (Colorado), a camp for physically disabled adults, is described in this article.

499. Volta Review.
1962. Summer camps for deaf children. Volta Review 64(April): 192-199.

Seventy camps which specialize in providing camping services to the deaf are listed. Some of the camps are integrated camps.

500. Wade, Robert J.
1968. Planning for cookouts. Camping Mag. 40(April): 30.

A well-planned cookout in which the handicapped campers take an active part is described.

501. Wadsworth, Stephen D.
1972. A critical evaluation of Camp Tokhir: an environmental therapy laboratory for communicative disordered children. Unpublished doctoral dissertation: Brigham Young University.

The efficiency of Camp Tokhir and the interrate reliability among classroom teachers, remedial teachers, and camp clinicians were studied. No significant differences were found among raters using the Developmental Stature and Progress Chart. The differences between pre- and post-camp evaluations showed that the camp was effective in bringing about change in 9 developmental areas.

502. Wald, Max.
1974. Camp meeting special needs. Camping Mag. 46 (April): 24.

Camp Willowood (Pennsylvania) serves retarded campers, 8-18 years old. The article describes one particular camp session for EMR adolescents in which education, vocational training, recreation, and social development were stressed.

503. Walker, J. D.
1971. Handicapped camping in Alberta--a five-year projection, 1970-1975. Canadian Camping 23(2): 22-25.

The article outlines the methods whereby Alberta's camps can meet the challenge of providing outdoor recreation in a camp setting for disabled children. Discussion includes: identification and placement of campers; staff selection, training, and development; and coordination and administration of a continuing service.

504. Wallace, Helen.
1966. Camping for crippled children. Canadian Nurse 62(May): 42-45.

The Ontario Association for Crippled Children first offered camping services in 1937. The expansion of these services is described and discussed.

505. Weatherly, Mark G.
1970. The opinions of parents regarding changes in attitudes, concepts and personal adjustments of their sons through counseling at summer camp. Unpublished doctoral dissertation: University of Virginia.

The parent-observed changes in attitudes, concepts, and personal adjustments that could be accredited to the counseling of their sons over a period of 2 or more summers at Camp Tennessee were studied. Significant positive changes were found in school achievements, emotional conflicts, and general development. No changes were found in physical limitations, health, and family situations.

506. Weber, George H.
1960. Camps for delinquent boys. Washington, D.C.: U.S. Government Printing Office.

An historical account of camping for delinquent boys is presented. Types of camps, campers, camp programs, organization, administration, and planning needs are discussed.

507. Weisman, Maxwell N.
1966. Camping as therapy for chronic mental patients. Current Psychiatric Therapies 6: 323-335.

History, organization, principles, and ideas on camping for chronic mental patients are presented.

508. Weisman, Maxwell N., Mann, Lenora, and Barker, Ben W.
1966. Camping--an approach to releasing human potential in chronic mental patients. Am. Journ. of Psychiatry 123(August): 166-172.

Two therapeutic camping sessions initiated by the Maryland Department of Mental Hygiene were attended by 90 state hospital patients, who appeared to be making no progress in the hospital. No correlation between diagnosis and the patients' reaction to camping was found.

509. Welfare Federation of Cleveland.
1953. Five years of golden age camping. Cleveland, Ohio: Welfare Federation of Cleveland.

A summary statement of experiences in providing camping services for senior citizens is presented.

510. Wentworth, Samuel.
1973. What you should know about regular camping programs for diabetic children. Camping Mag. 45 (March): 44-45.

Diabetes is the most common metabolic disorder in the camping age group. There are several considerations in determining whether a diabetic child can attend a regular camp. These are discussed.

511. Westover, Kathy.
1976. Camp Horizon. Pointer 20(Spring): 76-79.

Concerns and considerations involved in planning a camp for handicapped children are discussed. Campsite, finances, equipment, staff, campers, program, and evaluation are covered.

512. White, Gertrude M.
1951. A day's camping for youngsters over 60. Recreation 45(September): 221-222.

A day camping program for senior citizens is briefly described.

513. Whitney, Earle D., and Walters, George T.
1956. Cooperative camping. Recreation 49(June): 291-292.

Senior citizens and blind people of mixed ages camped together in order to solve the problem of limited facilities and budgets. Campsite, staff, and program are described.

514. Whittekin, Ruth J.
1967. Imaginative themes enliven day camp. Hosp. and Commun. Psychiatry 18(August): 237-238.

A 5-day "camp-by-day" program for a group of chronic regressed schizophrenic men from a Texas VA Hospital is described. The objective was to create new experiences and generate new awareness in long-term patients.

515. Williams, Chester T., and Coltoff, Kay.
1965. Sharing responsibility for an integrated day camp. New Outlook for the Blind 59(3): 100-103.

An example of interagency cooperation and utilization of community resources in providing day camping services for multiply handicapped blind children is described in terms of the cooperative planning, administration, activities, staff, and positive values.

516. Wilson, Don.
1973. Both schools and camps can offer a place to learn. Camping Mag. 45(January): 11-13.

Values of camping as an avenue for learning the art of living are cited.

517. Winter, William D., and Winter, Louise M.
1968. Clinical experiences with therapeutic camping. Adolescence 3(October): 203-216.

A therapeutic camping program for emotionally disturbed boys is discussed. Psychopathic and chronic schizophrenics were not helped; however, all other diagnostic groups, including organics, were helped.

518. Winter, William D., and Winter, Louise M.
1966. Therapeutic camping--an experiment in group living. Corrective Psychiatry and Journ. of Social Therapy 12(November): 449-458.

Shady Grove Boys Ranch (California) serves emotionally disturbed boys. The camp's therapeutic approach is described.

519. Wiseman, Richard J.
1969. Connecticut Service Corps helps patients build a camp. Hosp. and Commun. Psychiatry 20(June): 180-182.

A permanent camp for mentally ill patients built largely by the patients is described. Addditional staff is supplied by the Connecticut Service Corps.

520. Witt, Violet.
1952. Camp for the crippled: Camp Wawbeek, Wisconsin. Today's Health 30(August): 58-60.

Camp Wawbeek, an Easter Seal Camp in Wisconsin, has 7 2-week sessions for disabled children and adults. Activities, diet, and staff are described.

521. Wojciechowski, Michael, and Anocella, Angelo A.
1968. Weekend camp-out is rewarding. ICRH Newsletter 3(10): 1, 4.

A mid-October overnight camping trip provided a new experience for MR adolescents, their parents, high school volunteers, and school staff. Planning and preparations are described.

522. Wolfsohn, H.
1965. Holiday camp in Israel for diabetic children--experiences, challenges, benefits. Clinical Pediatrics 4(September): 551-559.

The history and development of summer camping services for diabetic children in Israel are presented. Included in the discussion are social problems, regulation of diabetes, psychological problems, and evaluation.

523. Wood, Tom.
1969. Abilities, not handicaps, stressed by Peoria ARC. ICRH Newsletter 3(21): 1, 3.

The Peoria Association for Retarded Children (Illinois) emphasizes the development of the abilities of the client through day care, day camp, residential camp, workshop, and recreation services.

524. Wood, Tom.
1969. Cooperation is the key word in Milwaukee. ICRH Newsletter 4(2): 3.

Milwaukee has led the way in providing parks and free public recreation facilities for the disabled. An all-purpose center in Haller Park provides programs for about 260 persons every summer. Day camp experiences, a wide variety of activities, and new programming methods are designed to overcome the disabled child's fear or reluctance to participate.

525. Wood, Tom.
1969. Detroit hasn't forgotten adult retardates' needs. ICRH Newsletter 3(21): 1, 3.

To fill the need for a program for older teen and adult MRs, the Detroit Parks and Recreation Department has created a year-round community recreation program, a day camping program, and a residential camping program.

526. Wood, Tom.
1969. The Farm Club has acres of opportunity. ICRH Newsletter 3(19): 1, 4.

A 7-1/2 acre farm, jointly owned by families of physically and mentally disabled youth, provides recreational, physical, social, and academic experiences throughout the year.

527. Woods, James H.
1950. Camping for oldsters: Camp Cleveland. Recreation 43(March): 573-575.

Cleveland's first experiment in camping for older people was a successful interagency cooperative effort. Recruitment of campers, staff, and program are described.

528. Woodward, Everett W.
1961. Camping: motivation in communication skills for speech impaired children. Journ. of Health, Phys. Ed. and Rec. 32(May/June): 26-27.

The goals and procedures of a camp for children with speech impairments are described.

529. Wright, Thomas, and Mann, Lester.
1967. Day camping: outdoor therapeutic education for emotionally disturbed children. Am. Journ. of Orthopsychiat. 37(March): 222-223.

A pilot training program in physical education for emotionally disturbed was established at Buttonwood Farms for the purpose of training physical educators to function effectively in a camp setting.

530. Wyant, Ed.
1964. Demonstration camp program for retarded. Recreation 57(June): 305.

Funding by the Joseph P. Kennedy, Jr., Foundation and an extensive promotional effort enabled North Carolina to conduct a 1963 record total of 16 camps for the retarded, 3 of these being resident camps.

531. Wyatt, William J., and Hunt, Sharon K.
1976. Using parents as evaluators of a therapeutic recreational camping program for the retarded. Thera. Recr. Journ. 10(Fourth Quarter): 143-148.

The authors believe the most effective evaluation procedure is one that assesses behavioral competencies acquired through a given experience, but at present competencies have not been spelled out. As an alternative, they suggest using parental opinion. Method and results are discussed.

532. York University Faculty of Environmental Studies.
1974. A report to the Civitan International Foundation of Canada and the Ontario Association for the Mentally Retarded on the integration of the retarded into regular residential camps. Toronto, Ontario, Canada: York University.

Guidelines for the consideration of integration of MR into regular camps are presented. Policies and developmental programming steps are included.

533. Young, Robert A.
1939. A summer camp as an integral part of a psychiatric clinic. Mental Hygiene 23(April): 241-256.

The types of children who benefit from therapeutic camping are among many aspects of camping for emotionally disturbed children discussed.

534. Young, Robert A., Miller, Lovick, and Verven, Nicholas.
1951. Treatment techniques in a therapeutic camp. Am. Journ. of Orthopsychiat. 21(October): 819-826.

This report on a therapeutic camp program discusses the possibilities of combining camp, group therapy, and psychodrama into a single, integrated program.

535. Zander, Alvin.
1947. The influence of a summer camp on personality development. The Nerv. Child 6(April): 173-177.

Changes in attitudes and general development due to a summer camp experience are discussed.

536. Zechiel, Larry, Jr.
1969. Experiences in camping for retarded are shared. ICRH Newsletter 3(19): 1, 3.

A summer camp experience for TMR children began as a 1-week program for retarded employees of a work training center and was expanded into a 2-week program serving all retarded residents in Orange County.

537. Ziegler, Virginia.
1974. To love ugliness. Camping Mag. 46(January): 12-13.

The author was a counselor in a Salvation Army Camp that had a 1-week session for adult retardates. She relates her reactions to working with these campers.

538. Zwaig, Marilyn S.
1974. A successful camp experience for the LD child. Academic Therapy 9(Summer): 445-449.

Camp program for LD children is presented. Behavioral changes resulting from the experience are discussed.

539. Zweig, Franklin.
1962. The use of camping as an integrated phase of the treatment process of handicapped children. Bradford Woods, Martinsville, Indiana: American Camping Association.

First ACA Research Grant Recipient. It presents a case study of the use of camping as a part of the therapy for emotionally and socially handicapped children.

APPENDIX B

CAMP PROGRAMS SURVEY

CAMP PERSONNEL TRAINING PRACTICES:
A REPORT OF A SURVEY

In the first quarter of 1977, Project REACH conducted a survey of camp personnel and training practices. The primary purpose of the survey was to identify the dimensions of personnel training programs in camps which maintained high standards of service. Of particular interest were the qualifications of trainees; the time, money, resources, equipment, materials, and personnel available for training purposes; and the content of training programs which were deemed most essential for effective staff functioning.

A secondary purpose of the survey was to determine if there were significant differences between the training practices of camps serving only physically handicapped campers and the training practices of camps serving (1) physically handicapped campers and campers with other disabilities such as mental retardation and mental illness; (2) physically handicapped and non-handicapped campers; (3) physically handicapped, other handicapped, and non-handicapped campers; and (4) only non-handicapped campers.

The information obtained from the survey was considered essential in the formulation of practical design specifications for the project's training programs. Furthermore, decisions pertaining to the need for variations in design to accomodate clientele differences could be facilitated as a result of the survey. The camps serving only non-handicapped campers were included to help determine if future integration efforts would be significantly deterred by differences in personnel training practices.

The data presented in this report were collected from 100 camps which were judged as maintaining high quality camp programs. The criteria used to make this judgement were (1) accreditation or pending accreditation by the American Camping Association and (2) at least three years of continuous operation. The restrictions were made to insure that the specifications used in the design of the training programs reflected high standards. An additional criteria for inclusion in the report was that the camps served clientele which fit into one of the five categories previously cited: (1) only physically handicapped campers; (2) physically handicapped campers and campers with other disabilities such as mental retardation and mental illness; (3) physically handicapped and non-handicapped campers; (4) physically handicapped, other handicapped, and non-handicapped campers; and (5) only non-handicapped campers. It should be stressed that because of these restrictions, the results can not be generalized to all camps.

The report has been divided into four sections. The first section contains basic descriptive data about the surveyed camps. The second and third sections pertain to the campers and the camp staff, respectively. The final section presents the results of data analysis regarding training practices and needs. All data is presented relative to the type of clientele served in the camp.

The Camps

Of the 150 camps surveyed, eighteen (12 percent) served physically handicapped campers exclusively; ten (7 percent) served physically handicapped campers and campers with other disabilities; twenty-three (15 percent) served physically handicapped and non-handicapped campers; forty-three (27 percent) served physically handicapped, other handicapped, and non-handicapped campers; and fifty-six (37 percent) served non-handicapped campers exclusively. Not all of the camps which served physically handicapped campers as well as other campers held sessions in which the physically handicapped campers were integrated with the other campers. Of the ten camps which served physically handicapped and other handicapped campers, six (60 percent) served all campers together. In the physically handicapped/non-handicapped camper category, fifteen of the twenty-three camps (65.2 percent) integrated the physically handicapped campers with the non-handicapped camper. For the physically handicapped/other handicapped/non-handicapped category, thirty-three of the forty-three (76.7 percent) held sessions in which the handicapped and non-handicapped campers were served together. Despite this heterogeneous factor, the categories were considered valid for the purpose of analyzing training practices because the same staff were reported to serve all campers.

As stated in the introduction, all of the camps were accredited by the American Camping Association or had accreditation with ACA pending and all of the camps had been in operation for at least three years. As shown in Table 1, a minimum of 90 percent of the camps in each category were fully accredited. In addition, 19 percent of the camps were also accredited by other accrediting groups such as state agencies and voluntary health organizations. Over 80 percent of the camps in each category had been in operation more than ten years. Length of operation is shown in Table 2.

Approximately 78 percent of the camps offered residential camp programs and 15 percent offered day camp programs. The remaining 7 percent of the camps operated on a dual basis offering both residential and day camp programs. The specific breakdown by categories of campers served is presented in Table 3. The low percentage of day camps can probably be attributed to the criteria for inclusion in the survey. It is generally felt that day camps, particularly ones which serve special populations, either do not bother with accrediting procedures or are short-lived programs.

In Table 4, the areas in which the camps were located are shown. As expected, the heaviest concentrations of camps were in the Northeast (New England and the middle Atlantic states), the upper Midwest, and the Southwest (predominately the upper Midwest, and California). The percentages for the total group concern with generally accepted camp distribution estimates

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Table 1
Percentage of Camps Accredited

	PH	PH + Other	PH + NH	PH, NH + Other	NH	Total
ACA Accredited	100	90	95.7	95.3	94.6	95.3
Pending ACA Acc.	0	10	4.3	4.7	5.4	4.7
Accredited by Another Organ.*	22.2	0	30.4	23.3	12.5	18.7

*Other organizations included Bureau of Crippled Children, VASCA, Board of Health, American Diabetes Association, Christian Camps Association, etc.

Table 2
Percentage of Camps in Operation from 3 to Over 10 Years

	PH	PH + Other	PH + NH	PH, NH + Other	NH	Total
3-4 Years	5.6	0	0	2.3	1.8	2
5-6 Years	0	10	4.3	4.7	3.6	4
7-8 Years	11.1	0	4.3	9.3	1.8	5.3
9-10 Years	0	0	0	0	5.4	2
Over 10 Years	83.3	90	91.3	83.7	87.5	86.7

Table 3
Percentage of Camps by General Category of Camp

	PH	PH + Other	PH + NH	PH, NH + Other	NH	Total
Residential Camp	100	90	91.3	72.1	67.9	78
Day Camp	0	10	4.3	18.6	21.4	15
Multi-Camp	0	0	4.3	9.3	10.7	7

Table 4
Percentage of Camps by the Area in which They are Located

	PH	PH + Other	PH + NH	PH, NH + Other	NH	Total
Northeast	55.6	20	39.1	32.6	44.6	40
Southeast	16.7	10	13	0	10.7	8.7
Midwest	11.1	60	21.7	39.5	26.8	30
Northwest	5.6	0	4.3	7	7.1	6
Southwest	11.1	10	21.7	20.9	10.7	15.3

The major funding agencies for the camps are depicted in Table 5. Overall, youth agencies and private/independent organizations were the most frequently reported sponsors of camps. However, in the two categories in which only handicapped clients were served, the primary funding agencies were philanthropic organizations. For the two categories of camps in which handicapped and non-handicapped were served, the most frequent funding agencies were the same as for the non-handicapped only category, i.e. youth and private agencies.

Differences between the categories of camps were also evident when the cost per camper per day was examined. As shown in Table 6, the cost decreased as the camper population became less specialized. The increased costs in camps which served the handicapped exclusively may at least partially be due to the greater staffing needs of these camps.

In all of the categories, the camps operated on a similar basis during the summer months. They offered an average of five camping sessions which spanned an average of forty-five to seventy-eight camper days. However, their operating procedures during the remainder of the year differed. Of the camps which served the physically handicapped only and the non-handicapped only, the largest percentage closed after the summer season. For the other three categories, the largest percentage of the camps either leased the camp during the off-season or provided a year-round program.

Table 5
Percentage of Camps by Major Funding Agency

	PH	PH + Other	PH + NH	PH, NH + Other	NH	Total
Youth	5.9	0	31.8	42.9	42.6	33.8
Church	5.9	0	18.2	14.3	13.0	12.4
Private	23.5	40	40.9	26.2	37.0	33.1
Government	0	0	0	7.1	1.9	2.8
	64.7	60	9.1	9.5	5.6	17.9

Table 6
Estimated Cost Per Camper Per Day for Summer of 1976 (in dollars)

	PH	PH + Other	PH + NH	PH, NH + Other	NH	Total
Mean	20.09	19.78	19.54	13.53	12.19	15.16
Range	8.70-30.00	10.21-30.16	4.58-95.00	4.80-35.00	1.00-45.00	1.00-95.00

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The operating procedures during the non-summer months are shown in Table 7.

Table 7
Percentage of Camps by Operating Procedures
During Non-Summer Months

	PH	PH + Other	PH + NH	PH, NH + Other	NH	Total
Closed	53.8	0	13	19.5	39.2	27.7
Lease-Warm Months	30.8	44.4	26.1	14.6	19.6	21.9
Program-Warm Months	0	0	0	7.3	9.8	5.8
Lease-Year-round	0	11.1	30.4	26.8	17.6	20.4
Program-Year-round	15.4	44.4	30.4	31.7	13.7	24.1

A problem arose in trying to discern the primary purpose of the camp programs. The respondents were given a choice between diversional programming, outdoor education, and therapeutic camping. Apparently, there was confusion as to the meaning of the terms. Moreover, the term "diversional programming" may have been distasteful to some respondents because of an unwarrented connotation of being frivolous or without a purpose. As a result, a number of respondents did not answer the question; others checked more than one category; and still others created their own answers, i.e. "a well rounded diversified program," "learning to live," "general camper development." Therefore, the data could not be properly evaluated. It would appear, however, that the majority of camps in all categories provided programs which offered opportunities for fun and concomitant emotional, physical, intellectual, and social benefits for campers. Outdoor education was a part of many of the programs, but only in a few camps was it the sole purpose of the program.

The Campers

An average of 522 campers was served by each camp during the summer of 1976. Camps which served only physically handicapped campers had the smallest average number of campers. Camps which served physically handicapped and nonhandicapped campers had the greatest average number of campers. For all categories of camps, males and females were served on an approximately equal basis. The data pertaining to the average number of campers are presented in Table 8.

Table 8
Average Number of Campers Served
During Summer of 1976

	PH	PH + Other	PH + NH	PH, NH + Other	NH	Total
Females	126	164	467	283	253	273
Males	135	216	434	311	167	249
Total	261	380	901	594	420	522

The percentage of repeat campers during the summer of 1976 ranged from 0 to 96 percent. However, there was very little difference between the categories of camps in the average percentage of repeat campers. Camps which served only the physically handicapped had the highest average with 66 percent repeat campers. Camps which served physically handicapped and other disabled campers had an average of 56 percent repeat campers. Camps which served physically handicapped and non-handicapped campers estimated an average of 53 percent return campers. The lowest average percent of repeat campers (45 percent) was found for camps which served physically handicapped, other handicapped, and non-handicapped had an average of 55 percent repeat campers.

The campers ranged in age from 2 to 60 plus years. The majority of campers, however, fell within the 6 to 21 year age range. In comparing the percentages of camps serving different age groups in each category, a striking difference between the camps which served the physically handicapped and those which did not was found. None of the camps in the non-handicapped campers category served adult campers. Whereas, 50 percent of the camps which served only physically handicapped campers, 89 percent of the camps which served campers with all disabilities, 45 percent of the camps which served physically handicapped and non-handicapped campers, and 14 percent of the camps which served campers with all disabilities and the non handicapped, offered camping programs to persons over 21 years of age.

A more detailed report of the percentage of camps which served the various age groups is presented in Table 9.

Table 9
Percentage of Camps by Age Groups Served

	PH	PH + Other	PH + NH	PH, NH + Other	NH	Total
Children (2-12)	7	0	18	31	29	24
Children and young adults (2-21)	43	11	73	50	62	55
Young adults (13-21)	0	0	4.5	5	9	6
Young adults and adults (13-)	0	0	0	2	0	1
Adults (over 21)	7	0	0	0	0	1
All ages	43	89	4.5	12	0	14

In Table 10, the percentage of camps which served campers with respiratory, visual, cardiovascular, hematological, neurological, hearing, metabolic, and orthopedic disabilities are listed. Campers with hearing impairments, orthopedic disabilities, and neurological problems were the most frequently reported physical disability served by the camps. Deaf/blind campers and campers with cardiovascular and hematological disorders were the most infrequently reported types of disabled campers served. A difference between the four categories of camps serving physically handicapped campers was found for orthopedic impairments. Camps exclusively for the disabled tended to include orthopedically impaired campers more often than camps which served the non-handicapped camper as well as the handicapped. The difference could be due to the mobility and special design considerations associated with many orthopedic problems. The data in Table 11 provides further evidence for this argument. Campers which served the disabled and non-disabled did not often include the more severely handicapped camper in their programs. However, a high percentage of the camps which served only disabled campers were open to severely handicapped campers.

The Camp Staff

All of the camps were accredited by ACA or had accreditation pending. Therefore, it was assumed that the camp staff met the minimum age and qualifications requirements specified in the ACA standards. It was also assumed that the number of staff were sufficient to satisfy the recommended camper-staff ratio. However, the average length of employment for the various staff positions could not be assumed. Nor could the experiential and educational backgrounds of perspective counselor and program specialist trainees be assumed. This section of the report concentrates on these two areas.

The average length of employment of camp staff are shown on Table 12. Directors of camps serving exclusively physically handicapped campers and camps serving exclusively

Table 10
Percentage of Camps Which Served Campers
with Specified Physical Disabilities

	PH	PH + Other	PH + NH	PH, NH + Other	Total
Respiratory	33.3	40	30.4	55.8	43.6
Visual	50	50	26.1	44.2	41.5
Hematological	27.8	20	8.7	27.9	22.3
Neuroligical	61.1	80	30.4	51.2	51.1
Hearing	66.7	70	43.5	62.8	59.6
Deaf/blind	27.8	40	13	16.3	20.2
Metabolic	22.2	30	34.8	51.2	39.4
Orthopedic	61.1	80	43.5	48.8	53.2
Other*	50	50	21.7	9.3	27.7

*Included spinabifida, muscular dystrophy, and a variety of congenital disorders.

Table 11
Percentage of Camps Which Served
Severely Handicapped Campers

	PH	PH + Other	PH + NH	PH, NH + Other	Total
Yes	64.7	90	20	19.5	36.4
No	35.3	10	80	80.5	63.6

Table 12
Average Weeks of Employment

	PH	PH + Other	PH + NH	PH, NH + Other	NH	Total
Camp Director	20	43	30	28	23	26
Asst. Camp Director	10	11	16	12	17	13
Program Director	10	17	11	9	15	12
Program Specialist	9	11	14	9	8	10
Counselors	8	10	8	9	8	8
Nurses	8	12	11	9	8	9
House-keeping Maintenance	12	18	24	14	17	17
Food Service	9	11	12	9	10	10
Clerical	13	23	20	16	16	17

non-handicapped campers had the shortest average length of employment of all the camp directors. The result was not unexpected, since these camp categories had the lowest percentage of camps operating year-round. (See Table 7.) Directors of camps for physically handicapped and other handicapped campers had the longest average length of employment. Camps in this category had the highest percentage of camps operating year-round.

The average weeks of employment of housekeeping/ maintenance staff and clerical employees did not appear to be as affected by year-round camp operations as the length of employment of the camp director. Persons in these positions were employed longer than other subordinate staff, but not as long as the camp director. The average length of employment for all other staff positions appeared to be dependent on the summer camping season. The assistant camp director and program director were generally employed longer than the program specialists, counselors, nurses, and food service personnel. Program specialists and counselors were employed an average of 10 and 8 weeks, respectively. The percentage of camps requiring and desiring specified qualifications of counselors are shown in Table 13. Prior camping experience was required by 20 percent of the camps. However, it was considered a desirable counselor qualification by over 60 percent of the camps. Prior camp staff experience was required of counselors in only 13 percent of the camps, but was desired by 57 percent of the camps. Camps in the categories which served physically handicapped only, physically handicapped and other disabled, and physically handicapped and non-handicapped had the highest percentage of camps desiring counselors to have prior camp staff experience (72, 80, and 74 percent, respectively

Very few of the camps in any of the categories required counselors to have prior education pertaining to camping or the handicapped. However, over 60 percent felt college courses in camp counseling were desirable for counselors and over 55 percent felt other camp training was also

Table 13
Percentage of Camps Requiring and Desiring Specified Qualifications of Counselors

	PH	PH + Other	PH + NH	PH, NH + Other	NH	Total
Prior Camping Experience Required	22	10	17	26	18	20
Prior Camping Experience Desired	67	60	65	58	66	63
Prior Camp Staff Exp. Required	17	10	4	19	11	13
Prior Camp Staff Exp. Desired	72	80	74	61	68	57
College Counseling Course Req.	0	0	4	7	2	3
College Counseling Course Desired	78	60	57	63	63	63
Other Camp Training Required	6	0	4	5	9	6
Other Camp Training Desired	72	50	57	56	54	57
College Course Re. Handi'ed Required	0	0	9	9	0	4
College Course Re. Handi'ed Desired	78	60	44	37	20	38
Other Training Re. Handi'ed Required	11	0	0	9	0	4
Other Training Re. Handi'ed Desired	67	70	44	33	18	35
Specialized Training Required	6	0	4	5	2	3
Specialized Training Desired	67	50	48	47	32	44
Certification/ Registration Required	0	0	9	5	0	3
Certification/ Registration Desired	44	50	48	40	32	39

desirable. Over 35 percent of the camps additionally desired their counselors to have college courses and other training pertaining to the handicapped. For those camps which served only disabled campers, over 60 percent desired counselors to have college courses or other training regarding the handicapped.

The percentage of camps requiring and desiring experiental and educational qualifications of program specialists are presented in Table 14. Prior experience in camping and as a member of camp staff were required qualifications for program specialists more often than for the camp counselor. Overall, 41 percent of the camps required prior camping experience and 26 percent required prior camp staff experience.

The required educational background for the program specialist appeared to center on "other camp training" and "specialized training." Eleven percent of the camps required other camp training for their program specialists and 24 percent required specialized training. College courses on counseling were seldom required for program specialists. However, they were considered desirable in 62 percent of the camps. College courses and other training pertaining to the handicapped were also seldom required for program specialists and only 35 percent considered them desirable qualifications.

Certification of the program specialist was required in 37 percent of the camps and desired in 19 percent of the camps. Certification was particularly important in the camps

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Table 14

Percentage of Camps Requiring or Desiring Specified Qualifications of Program Specialists

	PH	PH + Other	PH + NH	PH, NH + Other	NH	Total
Camping Experience Required	33	40	39	40	46	41
Camping Experience Desired	56	20	35	35	36	37
Camp Staff Experience Required	22	10	13	30	32	26
Camp Staff Experience Desired	67	60	61	40	46	50
College Counseling Course Required	0	0	0	5	0	1
College Counseling Course Desired	78	50	61	63	59	62
Other Camp Training Required	6	0	22	7	14	11
Other Camp Training Desired	72	40	35	51	45	48
College Course Handicapped Req.	6	0	4	0	0	1
College Course Handicapped Des.	67	60	39	42	20	37
Other Handicapped Training Required	6	10	0	2	0	2
Other Handicapped Training Desired	72	50	35	37	16	34
Specialized Training Required	17	20	30	30	20	24
Specialized Training Desired	56	20	26	26	21	27
Certification Required	56	30	35	37	34	37
Certification Desired	22	30	22	19	16	19

which served only physically handicapped campers. Fifty-six percent of the camps in this category required program specialists to be certified and 22 percent desired certification.

Staff Training

Staff training was conducted by the camps on a pre-season, pre-camp, and in-service basis. As shown in Table 15, 94.6 percent of all the camps provided training for staff prior to the camping season; 98 percent provided training in the week(s) immediately preceding the arrival of campers; and 88.8 percent provided training while the camps were in session. In addition, 84.7 percent sent training materials to staff prior to the beginning of pre-camp training.

The method of training preferred by most of the respondents was pre-camp conferences, workshops, or institutes. The second most preferred training method was on-site training. College courses and home studies were seldom preferred as methods of training camp staff. The method of training was institutes and workshops. Other frequently mentioned methods were communications of independent studies and workshops.

The amount of money budgeted for staff training ranged from $0 to $9,000. The zero dollars were reported by camps which did not allot separate funds for training. The higher amounts were reported by camps which included not only training materials and resources in this budget category, but also staff salaries and camp operating costs during the time training was conducted. Thus, a large discrepancy

Table 15
Percentage of Camps
Which Provided Training

	PH	PH + Other	PH + NH	PH, NH + Other	NH	Total
Provided Pre-Season Training	93.8	88.9	87.0	88.9	97.9	94.6
Sent Materials In Advance	100	90	81.0	82.9	81.5	84.7
Conducted Pre-Camp Training	100	90	100	97.7	98.1	98.0
Provided In-Service Training	87.5	80	95.2	88.4	88.7	88.8

existed between the camps in reported funding for staff training. However, using the data provided, it would appear that staff training cost each camp approximately $870. Camps which served the physically handicapped exclusively averaged $730. Camps which served the physically handicapped and non-handicapped spent an average of $1380 on training. Camps which served all disabilities and the non-handicapped averaged $720 for training purposes. Camps for the non-handicapped had an average of $970 budgeted for training.

The average length of pre-camp training was five days. The camps which served physically handicapped/non-handicapped and physically handicapped/other handicapped/non-handicapped had a slightly higher average (6 days) than the camps in the other three categories.

The average length of in-service training was difficult to calculate. The vast majority of camps interpreted in-service training as meaning any time staff discussed the campers, the camp program, or the schedule of duties. They reported the length of in-service training as "on going", "as needed", or "during staff meetings". For those camps which reported a length in days, an average of four days of in-service training over the summer camping season was found. There did not appear to be any difference between the categories of camps with respect to length of in-service training.

The percentage of camps who required specified staff members to attend pre-camp training are shown in Table 16. As expected, the camps most often required counselors to attend pre-camp training. Clerical staff were least often required to attend. The frequency of required attendance for the assistant camp director, program director, and nurse was slightly less than for the counselors. Food service personnel and housekeeping/maintenance staff had dissimilar demands on them in terms of required participation in pre-camp training. Food service personnel were required to attend in 71.7 percent of the camps, while housekeeping/maintenance staff were required to attend in only 59.5 percent of the camps.

The percentage of camps which required attendance at in-service training was significantly less for each staff position with the exception of the clerical staff. For the

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Table 16
Percentage of Camps Requiring and Desiring Staff Members To Attend Pre-Camp Training

	PH	PH + Other	PH + NH	PH, NH + Other	NH	Total
Asst. Camp Director Required	92.3	50	76.5	92.6	85.2	85.2
Asst. Camp Director Desired	7.7	25	11.8	7.4	3.7	8.0
Program Director Required	93.8	88.9	68.8	92.9	84.8	86.3
Program Director Desired	6.3	0	25	7.1	6.1	8.8
Counselors Required	94.1	90	83.3	91.9	95.3	92
Counselors Desired	5.9	10	11.1	2.7	2.3	4.8
Nurse Required	87.5	88.9	80	96.3	78.4	85.9
Nurse Desired	12.5	0	20	0	5.4	6.1
Housekeeping/Maint. Required	54.5	66.7	62.5	72	48.4	59.5
Housekeeping/Maint. Desired	27.3	11.1	25	12	19.4	17.9
Food Service Staff Required	83.3	88.9	57.1	76	64.1	71.7
Food Service Staff Desired	16.7	0	28.6	24	17.9	18.5
Clerical Required	9.1	0	0	35.3	16.7	2
Clerical Desired	27.3	33.3	0	5.9	29.2	25.5

clerical staff, two percent of the camps required their attendance at pre-camp training. However, 63.6 percent required their attendance during in-service training. As shown in Table 17, the staff members required most often to attend in-service training were counselors followed by the program director, assistant camp director, clerical staff, nurse, food service staff, and housekeeping/maintenance personnel.

When asked who was not receiving training, the most frequent response in all of the camp categories was parents of campers. Volunteers and agency personnel were the second and third most frequent response. Of all the paid staff at camp, support staff were the most frequently mentioned as not receiving training by a small number of camps in the physically handicapped/other handicapped/non-handicapped category and the non-handicapped only category.

The persons most often used as resources for planning pre-camp training are shown by rank order in Table 18. For all of the categories, the camp administrative staff, i.e. the camp director and assistant director, were the primary resources. The program specialist and personnel from the sponsoring agency were generally the next most often used resources. Specialists from outside the agency were used more often than the camp medical or paramedical personnel as planning resources for pre-camp training. Counselors were the least often used resource persons.

Table 17
Percentage of Camps Requiring Attendance at In-Service Training

	PH	PH + Other	PH + NH	PH, NH + Other	NH	Total
Asst. Camp Director Required	90	66.7	56.3	77.3	45.8	64
Asst. Camp Director Desired	10	0	31.3	18.2	33.3	24
Program Director Required	85.7	28.6	50	87	55.2	65.2
Program Director Desired	7.1	28.6	37.5	8.7	31.0	22.5
Counselors Required	86.7	62.5	66.7	78.8	56.4	69
Counselors Desired	6.7	25	33.3	18.2	30.8	23.9
Nurse Required	83.3	42.9	83.3	56.5	36.7	53.8
Nurse Desired	8.3	28.6	16.7	30.4	36.7	28.2
Housekeeping/Maint. Required	22.2	28.6	60	57.1	25	37.7
Housekeeping/Maint. Desired	33.3	14.3	40	14.3	35.7	26.1
Food Service Staff Required	44.4	42.9	50	65	38.7	47.9
Food Service Staff Desired	22.2	14.3	50	25	32.3	28.8
Clerical Required	76.9	80	50	63.6	58.6	63.6
Clerical Desired	0	0	25	13.6	17.2	13

Table 18
Persons Most Often Used as Resources for Planning Pre-Camp Training in Rank Order

	PH	PH + Other	PH + NH	PH, NH + Other	NH	Total
Sponsor	2	6	2	2	3	3
Camp Administration	1	1	1	1	1	1
Program Specialist	4	2	2	3	2	2
Counselors	6	5	5	5	5	6
Outside Specialist	5	3	5	4	4	4
Medical Personnel	3	4	4	6	6	5

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The persons most often responsible for conducting training were the camp directors. (See Table 19.) In approximately 90 percent of the camps, the camp director was required to conduct at least part of the training. The greatest deviance from this average was in the physically handicapped/non-handicapped category. In this category, only 70.6 percent of the camp directors were required to conduct training. No explanation for this deviance was directly elicited in the survey. However, since the camps in this category were larger than the other camps in terms of the number of campers served, a special trainers position may have existed in some of the camps or outside experts may have conducted the training.

In 89 percent of the camps the assistant camp director and program director were required to conduct training sessions. The camp nurse was required to conduct part of the training in 70.9 percent of the camps. This percentage was lowest in camps which served non-handicapped campers only (55.2 percent) and highest in the camps which served physically handicapped campers only (92.9 percent).

The sponsoring agency was the most frequently preferred training agent among the respondents. However, in the physically handicapped/non-handicapped category, outside experts were rated as the most preferred training agent. As shown in Table 20, the top five preferred training agents overall were (1) the sponsoring agency, (2) outside experts, (3) the American Camping Association,

Table 19
Percentage of Camps Requiring and Desiring Staff Members to Conduct Training

	PH	PH + Other	PH + NH	PH, NH + Other	NH	Total
Camp Director Required	100	88.9	70.6	91.4	92.9	89.8
Camp Director Desired	0	11.1	23.5	8.6	4.8	8.5
Assistant Camp Director Required	100	66.7	75	84	82.1	83.3
Assistant Camp Director Desired	0	0	25	12	7.1	10.7
Program Director Required	85.7	75	78.6	87.5	81.3	82.6
Program Director Desired	7.1	0	21.4	4.2	9.4	8.7
Counselor Required	26.7	14.3	23.1	26.9	11.1	20.5
Counselor Desired	13.3	28.6	53.8	23.1	70.4	40.9
Nurse Required	92.9	85.7	71.4	72.7	55.2	70.9
Nurse Desired	0	0	14.3	13.6	24.1	13.9
Housekeeping/Maint. Required	11.1	0	0	16.7	12.5	11.3
Housekeeping/Maint. Desired	33.3	14.3	25	16.7	16.7	19.4
Food Service Staff Required	50	14.3	25	33.3	11.1	24.2
Food Service Staff Desired	0	14.3	25	16.7	29.6	19.7
Clerical Staff Required	54.5	25	57.1	31.6	36	39.4
Clerical Staff Desired	27.3	50	28.6	21.1	24	25.8

Table 20
Preferred Training Agent in Rank Order

	PH	PH + Other	PH + NH	PH, NH + Other	NH	Total
Sponsor	1	1	2	1	1	1
Outside Experts	2	2	1	1	2	2
ACA	3	4	3	5	3	3
NESS	4	3	8	6	8	7
Medical Organization	10	12	10	9	7	10
Medical School	7	8	8	9	9	9
Organization for Handicapped	6	5	4	3	6	4
University	5	10	5	7	4	6
Adult Education	11	7	11	11	9	11
Extension Service	12	11	13	13	9	12
Hospital	12	13	11	12	13	13
Combination	7	6	6	4	5	5
Other*	9	8	7	8	12	8

* Camps which listed "other" most often specified that they preferred the training to be offered by the camp administrative staff.

(4) organizations for the handicapped, and (5) combinations of the various training agents. The "other" response listed in the table refers predominantly to camp administrative staff. Apparently some of the respondents felt a need to differentiate between the agency personnel and the camp personnel. Most of the respondents, however, felt comfortable with the sponsoring agency label encompassing the camp personnel as well.

The topics considered most important to be covered in pre-camp training and staff manuals are ranked in Table 21. Overall, camping or agency philosophy and objectives were ranked as the most important information needed by staff. It was ranked number one by respondents in the physically handicapped/other handicapped, physically handicapped/non-handicapped categories. It was ranked as the second most important training topic by respondents in the physically handicapped only and non-handicapped only categories. Respondents from the camps which served exclusively the physically handicapped ranked the care of handicapped campers as the most important topic. Respondents from the camps which served exclusively the non-handicapped ranked camp procedures as the most important topic. Aside from philosophy and objectives, there was very little agreement among the categories as to the more important training topics.

The percentage of camps in each category who had specified equipment available for on-site training are

Table 21
Information in Pre-Camp Training and Staff Manuals Ranked As To Importance

	PH	PH + Other	PH + NH	PH, NH + Other	NH	Total
Philosophy and Object.	2	1	1	1	2	1
Organization	13	12	13	13	13	13
Job. Desc.	9	10	12	12	9	12
Policies	5	12	6	11	4	8
Procedures	4	4	6	4	1	2
First Aid	12	10	8	5	8	11
Leadership	8	8	9	8	5	7
Camper Prob.	10	7	4	5	3	5
Program	7	5	10	10	6	9
Adapt.	6	3	4	2	12	6
Char.	10	9	11	9	6	10
Handicapped	3	6	2	3	11	4
Care	1	2	3	7	9	3

presented in Table 22. Of the equipment listed, film projectors and record players were the most commonly available types of equipment. Audio-visual tape players and overhead projectors were the least commonly available equipment.

Table 22
Percentage of Camps with Equipment
Available for On-Site Training

	PH	PH + Other	PH + NH	PH, NH + Other	NH	Total
Film Projector	94.4	100	87	86	76.8	84.7
Slide Projector	94.4	80	82.6	86	75	82
Tape Recorder	83.3	60	78.3	79.1	69.6	74.7
Filmstrip Projector	44.4	30	47.8	53.5	32.1	42
Overhead Projector	16.7	20	30.4	23.3	17.9	21.3
A-V Tape Player	16.7	20	17.4	14	10.7	14
Record Player	88.9	80	78.3	93	80.4	84.7

The most frequently used source of materials for staff training was the staff manual. The second most frequently used source was printed materials other than staff manuals and textbooks. The percentage of camps using staff manuals, textbooks, other printed matter, commercial video material, and non-commercial video material are shown in Table 23.

Table 23
Percentage of Camps Using Specified Materials for Training

	PH	PH + Other	PH + NH	PH, NH + Other	NH	Total
Staff Manual	94.4	100	95.7	97.7	85.7	92.7
Textbooks	55.6	60	56.5	53.5	51.8	54
Other Printed Materials	94.4	90	91.3	86.0	82.1	86.7
Commercial Video Mat'l.	55.6	60	39.1	25.6	14.3	29.3
Non-commerc. Video Mat'l.	61.1	20	26.1	44.2	12.5	30

Dear Camp Director:

Through a grant awarded by the U.S. Office of Education, Bureau of Education for the Handicapped to the University of Kentucky's Curriculum in Recreation and Parks, a project is being conducted to develop and test training programs and guides for personnel working in camps serving the physically handicapped. Titled Project REACH, the project is designed primarily to maximize the learning potential of camping experiences for the physically handicapped

The materials developed will be suitable for pre-service, pre-camp, and in-service training. These materials will be designed as training aids for counselors, program specialists, service and medical personnel, and administrators and supervisors in day, residential, and school camp programs which include physically disabled campers.

The project has been endorsed by both the American Camping Association and the National Easter Seal Society for Crippled Children and Adults.

One major objective of the project is to survey directors of camps serving the physically handicapped in order to determine personnel practices and to identify the realistic limitations imposed by funding and time considerations on pre-camp and in-service (on-site) training programs. We would greatly appreciate your assistance in this task by completing the enclosed survey form and returning it in the enclosed envelope within two weeks. Your cooperation will assist both the Project REACH staff and those we both ultimately seek to serve--handicapped campers.

Project REACH also plans to compile a directory of camps responding to the survey. The survey form has provided a space for granting permission to include your camp.

We realize that completing the survey form will take time and effort on your part. As an expression of our appreciation, we will send a special annotated listing of federal programs which provide funding and technical assistance to organizations such as yours.

Further information on Project REACH can be obtained by writing: Project REACH, 405 Bradley Hall, University of Kentucky, Lexington, Kentucky 40506.

Sincerely,

Dennis A. Vinton

Dennis A. Vinton
Project Director

REACH
A PROJECT TO DEVELOP RESOURCES FOR THE EXPANSION AND ADVANCEMENT OF CAMPING FOR THE HANDICAPPED
405 BRADLEY HALL UNIVERSITY OF KENTUCKY LEXINGTON, KY 40506 (606)258-2772
DENNIS A. VINTON · PROJECT DIRECTOR ELIZABETH M. FARLEY · PRINCIPAL INVESTIGATOR BARBARA D. PANTZER · RESEARCH ASSOCIATE

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Code: ________
____
____

SURVEY OF SUMMER 1976
CAMPING PROGRAMS AND SERVICES

BASIC DATA

1. General category of camp: (check most appropriate one)

    ____ Resident
    ____ Day
    ____ School

2. Campers served: (check *all* that apply)

    ____ Nonhandicapped
    ____ Physically handicapped (primary disability)
    ____ Mentally retarded (primary disability)
    ____ Emotionally disturbed (primary disability)
    ____ Other (specify) ________________________________

3. Check *all* of the following statements which are true of your camp for the 1976 summer season:

    ____ There are camping session(s) in which only the physically handicapped campers are served.
    ____ There are camping session(s) in which physically handicapped campers with other primary disabilities such as mental retardation or mental illness are served together.
    ____ There are camping session(s) in which physically handicapped campers are integrated with nonhandicapped campers, but not with campers with other disabilities.
    ____ There are camping session(s) in which nonhandicapped campers, physically handicapped campers, and campers with other primary disabilities such as mental retardation or mental illness are served together.

4. Area in which camp is located: (check one)

    ____ Northeast
    ____ Southeast

Code: ________
____
____

SURVEY OF SUMMER 1976
CAMPING PROGRAMS AND SERVICES

BASIC DATA

1. General category of camp: (check most appropriate one)

____ Resident
____ Day
____ School

2. Campers served: (check *all* that apply)

____ Nonhandicapped
____ Physically handicapped (primary disability)
____ Mentally retarded (primary disability)
____ Emotionally disturbed (primary disability)
____ Other (specify) ____

3. Check *all* of the following statements which are true of your camp for the 1976 summer season:

____ There are camping session(s) in which only the physically handicapped campers are served.
____ There are camping session(s) in which physically handicapped campers with other primary disabilities such as mental retardation or mental illness are served together.
____ There are camping session(s) in which physically handicapped campers are integrated with nonhandicapped campers, but not with campers with other disabilities.
____ There are camping session(s) in which nonhandicapped campers, physically handicapped campers, and campers with other primary disabilities such as mental retardation or mental illness are served together.

4. Area in which camp is located: (check one)

____ Northeast
____ Southeast

____ Midwest
____ Northwest
____ Southwest

5. Number of years camp has been in operation: (check one)

____ 0-2
____ 3-4
____ 5-6
____ 7-8
____ 9-10
____ over 10

6. Major funding agency: (check one) [Name of agency ____________________]
(If more than one agency sponsors camp and they cannot be combined, choose the one which most readily affects the camp operation.)

____ Youth agency or organization
____ Church or religious organization
____ Private/independent organization
____ Local, county, or state government agency or institution
____ Philanthropic organization
____ Other (specify) ____________________

7. Estimated average cost per camper per day for summer of 1976 $ ____________
(Please attach cost estimates [for programming, training, etc.] at end of survey if available.)

8. Accreditation:

____ Accredited by American Camping Association
____ Accreditation with American Camping Association pending
____ Accredited by another organization (specify) ____________________
____ Not accredited

9. Estimate number of repeat campers from 1975 season ____________________

10. Total number of camper days offered in the summer of 1976 ____________________

11. Total number of sessions offered in summer of 1976 ____________________

12. In addition to the regular summer camp program, which of the following statements best describes the camp's operation during the remainder of the year?

____ The camp is closed.
____ Camp is available for lease/rental during warm weather months.
____ Camp programs are offered during warm weather months.

____ Camp is open year-round on a lease/rental basis.
____ A camp program is in operation year-round.

13. If you serve the handicapped, what is the primary purpose of your program? (check most appropriate)

____ Diversional camp programming
____ Outdoor education
____ Therapeutic camping

CAMPER DATA

14. Number of campers served during the summer of 1978:

____ Total
____ Females
____ Males

15. Age range of campers: from ________ to ________ years old.

16. Estimate percentage of campers by age bracket:

____ 2-4 years
____ 5-7 years
____ 8-10 years
____ 11-13 years
____ 14-16 years
____ 17-18 years
____ over 18

17. If your camp serves campers whose primary disability is among the following, check *all* disabilities which are applicable.

____ Asthma or other respiratory disorder
____ Blindness or visual impairment
____ Cardiovascular and hemotological diseases
____ Cerebral palsy or other neurological impairment
____ Deafness or hearing impairment
____ Deaf/Blind
____ Diabetes or other metabolic disorder
____ Orthopedic impairment
____ Other physical disability (specify) ____________________

18. Does your camp serve the severely handicapped?

____ Yes ____ No

19. If you serve the severely disabled, do you also serve the mentally retarded?

____ Yes ____ No

PERSONNEL

20a. Staff (Fill in numbers for a typical session in summer of 1976.)

General Job Title	Number of staff	Minimum age required	Number of returning staff	Ave. weeks of employment
Camp Director				
Asst. Camp Director				
Program Coordinator or Director				
Program Specialist (water, crafts, etc.)				
Counselors				
Counselor-aides				
CITS (nonpaid)				
Volunteers				
Physicians				
Nurses				
Therapists				
Housekeeping/ Maintenance Staff				
Food Service Staff				
Clerical Staff				

20b. Qualifications (Place "R" or "D" in appropriate box.) R-Required; D-Desirable

General Job Title	Prior camping experience	Prior experience as camp staff	College course(s) in camp counseling	Other camp training (ACA, CIT, etc.)	College course(s) related to handicapped	Other training related to work with hdcp.	Specialized training	Certification-Registration in specialty area
Camp Director								
Asst. Camp Director								
Program Coordinator or Director								
Program Specialist (water, crafts, etc.)								
Counselors								
Counselor-aides								
CITS (nonpaid)								
Volunteers								
Physicians								
Nurses								
Therapists								
Housekeeping/ Maintenance Staff								
Food Service Staff								
Clerical Staff								

Additional Comments:

21. Is pre-season training provided?

_____ Yes _____ No

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22. Are materials sent to counselors prior to training sessions?

_____ Yes _____ No

(Enclose training materials if available or send under separate cover.)

23. Is pre-camp training conducted?

_____ Yes _____ No

24. What is the length of pre-camp training (in days)? _______________

25. Is in-service training provided during the camp season?

_____ Yes _____ No

26. If so, how many days? _______________

TRAINING

27. Place an R, D, or NA in appropriate box.

R-Required D-Desirable NA-Not applicable GENERAL JOB TITLE	Pre-assessment training	Pre-camp training	Additional in-service during camp season	Responsible for conducting one or more training sessions	Tested on knowledge and skills related to camp training	
Camp Director						
Asst. Camp Director						
Program Coordinator or Director						
Counselors						
Counselor-aides						
CITS (nonpaid)						
Volunteers						
Physicians						
Nurses						
Therapists						
Housekeeping/Maintenance Staff						
Food Service Staff						
Clerical Staff						

28. Rank in order the three (3) persons most often used as resources for planning pre-camp training.

- ____ Sponsoring agency personnel
- ____ Camp administrative staff
- ____ Program specialists
- ____ Counselors
- ____ Specialists from outside the agency
- ____ Medical or paramedical personnel
- ____ Other (specify) ________________________________

29. How much is budgeted to spend on staff training? ____________________

30. Following is a list of items often included in pre-camp training and staff manuals. Rank five in order of importance (i.e., 1, 2, 3, 4, 5 [1 = high, 5 = low]) according to what your staff needs to serve handicapped campers.

- ____ Camping or agency philosophy and objectives
- ____ Organization chart
- ____ Job descriptions
- ____ Policies
- ____ Camp procedures
- ____ First aid procedures
- ____ Leadership skills
- ____ Typical camper problems
- ____ Program skills and activities
- ____ Adapting or modifying programs for handicapped campers
- ____ Characteristics of campers
- ____ Characteristics of handicapped campers
- ____ Care of handicapped campers

31. Who is not receiving training in your camp?

- ____ Agency personnel
- ____ Camp administrative staff
- ____ Program specialists
- ____ Counseling staff
- ____ Volunteers
- ____ Parents
- ____ Supportive staff
- ____ Others (specify) ____________

32. By whom would you prefer such training be offered? (Rank five in order of preference, i.e., 1, 2, 3, 4, 5 [1 = most preferred, 5 = least preferred].)

- ____ Sponsoring agency
- ____ Outside experts (specialists in camping for the handicapped)
- ____ American Camping Association
- ____ National Easter Seal Society
- ____ Medical organizations
- ____ Medical schools or nursing schools
- ____ Organizations for the handicapped (March of Dimes, MDA, etc.)
- ____ Colleges or universities
- ____ Adult education programs
- ____ Extension service
- ____ Hospitals
- ____ Combinations of the above
- ____ Other (specify) ________________________________

33. Equipment available for on-site training. (check *all* that apply)

____ Film projector (16mm)
____ Slide projector
____ Tape recorder
____ Filmstrip projector
____ Overhead projector
____ Audiovisual tape player
____ Record player
____ Other (specify) ____________________

34. Sources of materials used in training. (check *all* that apply)

____ Staff manual
____ Textbooks
____ Other printed material
____ Commercial video material (films, filmstrips, slides)
____ Noncommercial video material
____ Other (specify) ____________________

35. What type of training program do you feel would best coordinate with your on-site training program?

____ College course(s)
____ Independent study
____ Institutes and workshops

36. Place a check beside the method(s) of training you would prefer.

____ College courses
____ Home studies
____ On-site training
____ Pre-camp conference, workshop, or institute
____ Other (specify) ____________________

Please complete the following and indicate whether the information below may be included in the camp directory which Project REACH plans to compile.

Camp name ____________________
Camp address ____________________
Off-season address (if different) ____________________
Camp telephone ____________ Off-season telephone ____________
Name and position of person to whom inquiries should be directed ____________________
Permission is granted to list camp in directory ____ Yes ____ No

THANK YOU VERY MUCH. YOUR COOPERATION IS GREATLY APPRECIATED.

APPENDIX C

EXPERT VALIDATION PANEL MEMBERS AND CRITICAL INCIDENT SURVEY INSTRUMENT

EXPERT VALIDATION PANEL MEMBERS FOR CRITICAL INCIDENCE SURVEY

Sheryl Jo Stephen - Eastern Kentucky University
Stan Labanowich - University of Kentucky
Rod Napier - University of Louisville
Marcia Carter - University of Tennessee
Don Cross - University of Kentucky

CAMPS

Easter Seal Day Camp - Lexington, Kentucky
Camp Kennedy - Lexington, Kentucky

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INSTRUCTIONS FOR COMPLETING THE QUESTIONNAIRE

A. READ THE FOLLOWING:

1. You are asked to recall three distinct incidents in which a Camp Counselor (in some cases this may be yourself or another Camp Counselor in a similar camp) did something that was very effective and three incidents in which something was done that was ineffective in performing the duties of a Camp Counselor, and report these on the attached pages.

2. In responding to the questions, please keep in mind that the focus of the survey is on the responsibilities and duties performed by Camp Counselors. This would include such positions as: senior counselor, unit counselor, village leader, tent or cabin counselor, unit leader, etc. The general aim of a Camp Counselor is to be fully responsible to plan and supervise camping experiences for an assigned group of campers under the direction and supervision of specified administrative or program staff and to do related work as required such as maintain pleasant, clean, and safe environment; be responsible for campers' personal needs, conduct, and safety; prepare reports and inventories; and work cooperatively with all camp staff to enhance the overall camping experience.

B. RESPOND TO EACH OF THE QUESTIONS ON THE FOLLOWING PAGES. BE AS SPECIFIC AS POSSIBLE. It will take approximately forty-five (45) minutes to complete the questionnaire.

C. RETURN THE QUESTIONNAIRE IN THE ENVELOPE THAT IS PROVIDED.

If you would be interested in the results of the research activities or would like additional information about the project, please fill in the following and return this sheet with your questionnaire.

Name ______________________________

Permanent Address ______________________________

____

Camp Address ______________________________

____

Thank you for your cooperation.

Camp Code________

Date________

The general aim of a Camp Counselor is to plan and supervise camping experiences for an assigned group of campers, under the direction and supervision of specified administrative or program staff, and to do related work as required such as maintain a pleasant, clean, and safe environment; be responsible for campers' personal needs, conduct, and safety; prepare reports and inventories; and work cooperatively with all camp staff to enhance the overall camping experience.

Think of a recent time that you observed a Camp Counselor, or a person holding a similar position, perform an act that you felt was an example of good counseling behavior. Tell exactly what was done and what happened.

1. Approximately how long ago did this happen? ____________
2. What specific circumstances led up to this situation? ___

   ____

   ____

   ____

   ____

   ____
3. *Exactly* what did the Camp Counselor do? ____________

   ____

   ____

   ____

   ____
4. What resulted that made you feel that this was an example of good counseling? ____________________

   ____

   ____

   ____

   ____

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The general aim of a Camp Counselor is to plan and supervise camping experiences for an assigned group of campers, under the direction and supervision of specified administrative or program staff, and to do related work as required such as maintain a pleasant, clean, and safe environment; be responsible for campers' personal needs, conduct, and safety; prepare reports and inventories; and work cooperatively with all camp staff to enhance the overall camping experience.

Think of a recent time that you observed a Camp Counselor, or a person holding a similar position, do something, or fail to do something that resulted in a problem in performing the Counselor's responsibilities and duties at the camp. This might be something that would be done differently if the opportunity arose to do it again. Tell exactly what happened.

1. Approximately how long ago did it happen? ______________
2. What specific circumstances led up to this situation? ___

____

____

____

____

3. Exactly what did the Camp Counselor do or fail to do? ___

____

____

____

____

4. What resulted that made you think this was an inappropriate thing to do? ______________________________

____

____

5. In your opinion, what should have been done to avoid this problem? ______________________________

____

____

____

____

APPENDIX D

TASK ANALYSIS PROCEDURES AND RESULTS

TASK ANALYSIS PROCEDURES

The following report presents a discussion of task analysis as a research tool, the task analysis procedures utilized in Project REACH, and the results of this task analysis. This initial report will be used in the development of the final report on completing identification.

LITERATURE REVIEW

Definition

Task analysis is the study of what a worker does on the job. In its simplest form, it merely enumerates the tasks performed by the worker. In its more complex forms, it also identifies how the worker does his job; why he does it; and the skills, knowledges, and behaviors involved in doing the work (Latterner, 1964).

Task analysis is a multi-use tool applicable to the related technologies of manpower planning and instructional design. In manpower planning, task analysis is used for job design, job restructuring, job enrichment, career planning, and the delineation of career opportunities (Fine, 1973). Additionally, task analysis is used to identify needed changes in training due to new equipment, new tools, or new methods of work and to show relationships between jobs for the purposes of cross-training (Marsh, 1964). In instructional design, task analysis is used to establish instructional objectives, to delineate prerequisites for training, to determine behavioral changes expected to result from the instruction, to select appropriate subject matter, to specify instructional techniques, and to establish criteria for measurement of accomplishments (Latterner, 1964).

Background

Task analysis is not a new technique in the field of instructional research and development. It was first reported to have been used in 1775 in Switzerland by Johann Heinrich Pestalozzi (Hill, 1974). In the United States, the first documented use of task analysis was in 1898 when Frederick Taylor studied coal shoveling at Bethlehem Steel (Directory of Task Inventories, Vol. 2, 1975).

Over the years, a large number and variety of techniques for task analysis have been developed and refined for use with occupations ranging from assembly-line workers to social welfare workers. Among the researchers who have been involved in these developmental efforts have been Charles R. Allen, Robert W. Selvidge, and Verne Frycklund in the discipline of vocational education; Charles G. Latterner and Robert B. Miller in the field of systems design; and Sidney Fine in the area of manpower planning.

The majority of different task analysis procedures currently in use have stemmed from research conducted by the armed forces for military job training (Bernard, 1975).

Much of the theoretical foundation was laid by Miller, who worked in the area of systems design for the military beginning in the early 1950's. One of his main contentions was that task analysis and task descriptions were the two primary components of systems design. From his work, several task analysis procedures have evolved including the "what, how, why, and Skills Approach" both developed by Latterner; the OSCAR System Analysis developed by Harper, Bull, and Onofrei; and the task inventory analysis technique developed by the Air Force.

The task inventory analysis technique, which is perhaps the most widely used, was developed in the early 1960's to collect, organize, and analyze information about jobs performed by enlisted men. The technique basically calls for the researcher:

1. to collect a list of independent tasks performed by the worker;
2. to group the tasks into duty statements, sequencing tasks appropriately when applicable;
3. to ask job incumbents to review the inventory, checking those tasks which they do and adding tasks which are necessary but not listed;
4. to have job incumbents rate the tasks according to time requirements, difficulty, and importance; and
5. to have job incumbents provide information on where the tasks are learned, what skills are involved, etc. (Marsh and Archer, 1967).

This technique is economical because of the use of self-administered task inventory booklets. It also provides quantifiable and accurate data which are easily analyzed on a computer and validated using statistical techniques (Hill, 1974).

In comparing the task inventory analysis technique to a behavioral approach, Mayo and others (1973) found that the detailed approach of the task inventory technique produced more discriminating information about jobs than the behavioral approach. With the task inventory technique, many job types could be identified within a utilization field, and grade levels could be easily differentiated. With the behavioral approach, a more homogeneous picture of a utilization field was obtained. Thus, the task inventory analysis technique was deemed applicable to all occupational levels.

The task inventory analysis technique has also been applied successfully in a wide range of occupational areas. Ohio State University, Center for Vocational and Technical Education, has created a task inventory exchange which houses an extensive listing of task inventories developed across the country. The listing includes occupations in all 15 of the occupational clusters identified by the USOE (Directory of Task Inventories, Vols. 1, 2, and 3).

Advantages and Disadvantages

Despite the advances in the technology of task analysis, there are still varying opinions of its worth. Critics of task analysis feel that the effort involved in performing the analysis is greater than the benefits received, with the process being too tedious, time consuming, and expensive to be practical. In addition, task analysis is criticized on the basis that it is difficult, if not impossible, to get practitioners to arrive at a consensus as to what they do and how their tasks are sequenced (Latterner, 1964).

Proponents of task analysis feel that it is an essential component in the development of vital and up-to-date training programs. They contend that although task analysis increases the initial expense and efforts required for instructional development, it is in the long-run economical because 1) the work of the designers is subsequently simplified, 2) training programs can be easily updated, and 3) trainees will be fully prepared to do the job they are supposed to do (Latterner, 1964; Marsh, 1964). As for the criticism pertaining to practitioner concensus, task analysis advocates feel that the systematic and statistical procedures called for in task analysis eliminate the discussions, debates, and arguments over what a worker does and how he does it (Fine, 1973).

Not only is there disagreement as to the value of task analysis, but there is also considerable disagreement about how a task analysis should be conducted (Bernard, 1975; Hannum, 1974). The controversy centers around whether or not one methodology can be applied to all tasks. Hannum believes that different techniques are needed for the five domains identified by Gagné (intellectual skills, motor skills, attitudes, verbal information, and cognitive strategies). He states, "While it is appropriate to generalize within a domain and apply the same task analysis procedure to other tasks in that domain, generalization to other domains is not recommended." (p. 58). He argues that intellectual skills need to be analyzed in terms of the prerequisite skills which must be learned before the final skills can be learned; motor skills need to be analyzed in terms of the performance sequence for the set of skills; attitudes need to be analyzed in terms of the overt behaviors that would indicate that the task has been accomplished; verbal information needs to be analyzed in terms of the larger context to which the information is meaningfully related; and cognitive strategies need to be analyzed in terms of the learner's overall approach to managing the process of attending, learning, remembering, and thinking. However, as demonstrated in the use of various task analysis techniques, such as task inventory analysis (Marsh and Archer, 1967) and functional job analysis (Fine, 1973), the same technique has been applied successfully to all of the tasks performed by a worker despite differences in domains of learning.

PROCEDURE

Overview

The task analysis procedure used for Project REACH was a modification of the procedure developed for Project CAREER and a simplified version of the task inventory analysis technique used by the Air Force. Basically, four steps were involved in the procedure. They were: (1) development of task inventories, (2) development of task outlines, (3) analysis of duty statements, and (4) validation of task outlines.

To facilitate understanding of the task analysis procedure, the following definitions are offered. These definitions were extracted from the Task Outline Development Manual (Project CAREER, n.d.).

> A task is a highly specific unit of job activity stated in job terms with an action verb and an object. It has a definite beginning with an action leading to a definite end (input - action - output). It is measurable, observable, and results in a product which is useable by someone other than the performer.
>
> A duty is a grouping of two or more similar tasks which are functionally different from other tasks within a job. They usually are performed under similar conditions in a job situation.
>
> A major responsibility is a grouping of two or more similar duties which are functionally different from other duties.
>
> A task inventory is simply a straight listing of all the tasks potentially performed in an occupation as discerned through the literature search.
>
> A task outline is a categorical listing of tasks, duties, and major responsibilities for a specified occupation.

Development of Task Inventories

The first step in the task analysis procedure was the collection of task statements for each of the job positions

(Camp Director, Program Specialist, Camp Counselor, Camp Nurse, Maintenance Supervisor, Food Service Supervisor/Cook, and Camp Secretary). The "Criteria for Appropriate Task Inventory Statements" formulated by the Center for Vocational and Technical Education at Ohio State University were used as guidelines in phrasing the task statements. (See Addendum A.)

Task statements were collected from three sources: (1) the critical incident surveys; (2) job descriptions from camps serving the physically handicapped; and (3) miscellaneous literature such as the Dictionary of Occupational Titles, the Occupational Outlook Handbook, books and articles on camp programs and staffing, and research studies on camp personnel in camps for the physically handicapped.

Although task statements could be directly taken from the job descriptions and literature sources, the critical incident responses required translation into behavioral statements. In addition, ineffective behaviors had to be converted into positive statements so that they would reflect those things which should be done as opposed to what should not be done. Figure 1 provides examples of responses that were received for the camp counselor position and demonstrates how the task statements were derived.

Each task statement was written on a card, 1-1/2" by 5". The cards were color coded for the different positions to match the colors of the critical incident surveys. Cards

Summary of Critical Incident	Task Statements
(Effective Behavior)	
On his first night away from home, a camper was belligerent and verbally agressive. Counselor was inexperienced and unable to control camper. Took him to a vacated area and called in a supervisory staff member, who allowed camper to express his hostilities until the camper was talked out.	Counselor obtains needed support and assistance for handling special behavior problems.
(Ineffective Behavior)	
While on a hike, a camper purchased cigarettes at a country store. Counselor did not report camper or take any action to rectify camper breaking rules.	Counselor enforces rules regarding camper conduct.

Figure 1

Example of Translating Critical Incident Responses Into Task Statements were used instead of merely listing task statements because four different staff members were collecting task statements and by using cards, duplicates could be easily spotted and eliminated. In addition, the large number of statements necessitated the use of cards for ease in grouping.

After all task statements were collected, the cards were reviewed so that duplicates could be eliminated and improperly written task statements could be reworded. Because of the large number of cards for each job position, preliminary groupings of similar tasks were then made by project staff.

The groupings were made on the basis of camper-oriented functions and process functions. Camper-centered functions were identified by the four group leaders for the task analysis workshop. These functions were:

- Personal-Social Functioning
    - self-image
    - self-awareness
    - social adjustment
    - social skills
    - leadership
    - communication
    - cooperation
    - competition
    - democratization
    - citizenship
    - behavioral skills
    - risk/adventure
    - sexual attitudes/behavior
- Physical Functioning
    - physical fitness
    - motor development
    - nutrition
    - health
    - safety

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Independent Living
- self-help skills
- home living skills

Leisure Functioning
- recreation skills and knowledge
- camping skills and knowledge
- arts and crafts
- music and drama
- nature studies
- environmental awareness
- acclimatization
- aesthetic values
- swimming/fishing/boating
- hiking

Process functions were identified by project staff. These functions were:

- Assessment of camper and resources for programming
- Planning/Development of camper-centered programs
- Execution of camper-centered programs
- Motivation for participation in camper-centered program
- Evaluation of camper-centered programs

A matrix was set up with the four major camper-centered functions across the top and the five process functions down the side. Project staff then grouped the tasks in the most appropriate cells. On the basis of these groupings, duty statements were written. Some problems were encountered with this method for grouping. Many task statements applied to more than one cell. In addition, some task statements did not apply to any cell. This was particularly true for tasks performed by the camp director and auxillary staff. These problems were partially alleviated by using alternate categories in place of the camper-centered functions. These alternate categories were staff, camper, and physical resources.

Development of Task Outlines

The major portion of the development of task outlines was undertaken at a three and a half day workshop held at the University of Kentucky from November 21 through 24, 1976. For each of the four major job categories (Camp Director, Program Specialist, Camp Counselor, and Auxiliary Staff), a group leader and two job incumbents were invited to the workshop. Group leaders, who were also members of the National Advisory Committee for Project REACH, were selected on the basis of their extensive experience and knowledge of camping for physically disabled individuals and their knowledge and experience in the development and use of competency-based instruction. Geographic representation was also considered in selecting the team leaders. Job incumbents were selected on the basis of their extensive experience in providing camping services to the physically disabled. Recommendations from recognized authorities in the field were also used as a criteria for selection for both group leaders and job incumbents.

The participants in the workshop were:

Camp Director Group -	Jerry Byrd, team leader Bert Emmons Bernie Schrader
Program Specialist Group -	Dave Park, team leader Gary Chambers Jean Folkerth
Camp Counselor Group -	Steve Brannan, team leader Terry Moore Peg Connolly

Auxiliary Staff Group - Gary Robb, team leader
Sandee Bennett
Edith Kowalsky

Prior to the workshop, all procedures to be used were pilot tested using six undergraduate and graduate students from the University of Kentucky who had had at least one year of camping experience with handicapped populations. Only minor changes in the training program and task analysis procedures resulted from the pilot test. (A complete description of the pilot test and the resultant recommendations has been included in Addendum B.)

Also prior to the workshop, each participant was sent: (1) background information about the project, (2) a description of the task analysis procedures, (3) terminology listings for task analysis, and (4) task inventories for the job position(s) applicable to their assigned job category. The task inventories were presented in a different manner than normal in that similar task statements, previously grouped by project staff, were contained in envelopes on the outside of which was a duty statement. Each duty statement was on a separate envelope.

The participants were requested to complete an assignment before the workshop, which was designed to familiarize them with the vocabulary to be used during the meeting, as well as to help them formulate opinions about the completeness of the duty statements and their appropriate groupings Specifically, they were asked to review each duty statement;

to look at the task statements for clarification of meanings; to reword, add, or delete duty statements; to group similar duty statements; and to formulate major responsibility statements describing groupings.

At the workshop, a half-day of training was provided to all participants by project staff. Vincent Lamo, consultant for the task analysis procedure, assisted project staff in the training program. The purpose of the training was to explain the task analysis procedures; showing its relationship to project objectives, describing the expected results, and providing specific instructions for completing the task outlines.

The operational limitations that were provided for the participants in task outline development included:

1. The task outlines were to apply to residential summer camp programs only.
2. The term "physically handicapped" was limited to individuals with neuro-muscular, respiratory, cardiovascular and hematological, metabolic, orthopedic, gastro-intestinal, and skin disorders. Sensory impaired and multi-handicapped were not included.
3. The basic camp organizational structure was defined as being similar to the structure shown in Figure 2. (Job descriptions and sample job titles are in Addendum C.)
4. The task outlines were to reflect all possible work activities of a job incumbent and were not meant to reflect any one camp situation.

After training, each group met separately to develop their task outlines. To assist the groups in their tasks, a graduate assistant was assigned to each group. Their functions were determined by the group. In some cases, they recorded for the group, in others, they provided content input to the outlines. Professional project staff and the task analysis consultant were called in only when a procedural problem arose.

Each group modified the procedures for task outline development to suit their own needs. Generally, however, they first decided on major categories for groupings (Major Responsibilities), then they grouped duty statements under each major responsibility and filled in the appropriate task examples. Rewordings, deletions, and additions were made by each group; the original task inventory and groupings made by project staff were considerably revised in the process. By the morning of the third day, task outlines had been completed for the Camp Director, Camp Counselor, Program Specialist, Maintenance Supervisor, Camp Nurse, and Camp Secretary. Time did not permit the development of the task outline for the Food Service Supervisor/Cook. This outline was developed by project staff after the workshop using the same methodology that was used for the other outlines.

Analysis of Duty Statements

Analysis of duty statements was also undertaken at the task analysis workshop. Two different types of analysis was performed: (1) determination of the need for adaptations for different disability groups and (2) determination of prerequisites and training needs.

To provide information to the instructional developers about the type of disability-related information staff need to perform their jobs, each duty statement was evaluated to determine if the manner in which the duty was performed differed when working with a specified disability group. Two methods of classifying disabilities were used in the analysis: medical and functional. The medical classifications were: (1) neuro-muscular disorders, (2) respiratory disorders, (3) cardiovascular and hematological disorders, (4) metabolic disorders, (5) orthopedic disorders, and (6) other physical disorders. The functional classifications were: (1) mobility problems, (2) bowel and bladder control, (3) problems with use of upper limbs, (4) breathing difficulties, (5) communication problems, and (6) limited endurance or stamina. Each of the functional classifications were further broken down into moderate and severe categories. Definitions for each of these classifications were developed by project staff and reviewed by three local experts prior to the workshop. These definitions and examples of disabilities have been included in Addendum D along with the copies of the blank forms that were used in determining the duties which were modified for disability groups. (Addendum D and E, respectively.)

The other type of analysis which was conducted pertained to prerequisites and training needs. Each group was asked to determine the prerequisites necessary to perform each duty and to recommend when and how training should be provided. Specifically each group (1) listed the prerequisite skills and knowledge needed to perform each duty, (2) indicated when the prerequisite skills and knowledge should be acquired (either before being hired for the job, during pre-camp training, or during in-service training), and (3) listed the best method(s) for acquiring the prerequisite skills and knowledge. (The form which was used in this analysis can also be found in Addendum E.)

The third type of analysis had been planned for the workshop, rating of duty statements as to their relative importance in performing the job. However, the groups felt that these value judgements had already been made when they developed the task outlines. On the basis of their recommendations, ratings were included in the validation procedures.

Validation of Task Outlines

The final phase of the task analysis procedure was concerned with the validation of the task outlines. The validation process was accomplished with three major steps: (1) review and editing of the task outlines by the team leaders, task analysis consultants, and project staff; (2) evaluation of the task outlines by selected practitioners; and (3) compilation of evaluation results and revision of task outlines by project staff.

To facilitate the review and editing of the task outlines, editing forms were developed which ensured that each statement was carefully analyzed. The four team leaders from the task analysis workshop and Vincent Lamo, who had been the consultant to the project for task analysis, completed the editing forms for all of the task outlines developed at the workshop. Project staff compiled their comments on deficiencies (i.e., needed additions, deletions, rewordings, and reorganization). As a group, the staff then revised the outlines adding their own recommendations for change.

From the review and editing, revised task outlines were completed for the Camp Director, Program Specialist, Camp Counselor, Camp Nurse, and Maintenance Supervisor. Based on group recommendations it was decided that the Camp Secretary task outline needed major revisions and should be redone. Since the Food Service Supervisor/Cook task outline had not been developed at this point, it was decided to validate the Camp Secretary and Food Service Supervisor/Cook at a later data.

The other six task outlines, however, were prepared for evaluation. For each job position, six to ten individuals with experience and expertise pertaining to the job were located and asked if they would be willing to participate in the evaluation process. About half of the validators were approached at the Easter Seal Camping Institute (Camp ASCCA, January 17-21, 1977). The other half were located from the critical incident respondents list and were contacted by telephone. (A list of the validators has been included in Addendum F.) No validator was asked to comment on more than one task outline.

The questionnaire used for this phase of the validation process was kept purposefully simple. Validators were requested to review the task outline and then answer the following questions:

1. Is the task outline comprehensive? If not, identify the major gaps by listing the major responsibilities, duties, or task examples which should be included. Also, explain where they belong in the task outline.
2. Does the task outline contain overlapping material? If so, indicate the major responsibilities, duties, or task examples which should be eliminated or combined, but which need rewording to reflect the change.
3. Is the task outline legitimate for the job category? If not, recommend changes to make the outline correct.

They were then asked to rank order the major responsibilities for their job category according to three criteria: (1) importance in providing the camper with a successful camping experience, (2) extent of skill and knowledge required to perform the major responsibility successfully, and (3) amount of time spent performing the major responsibility during camp.

As the validation questionnaires were returned, the responses were recorded on master lists which simplified the process of compiling results. Criteria for alterations in the task outline were simply that if one-third or more of the validators recommended a change, the change had to be made in the outline. If less than one-third recommended a change, then the staff determined if the change would or would not be made. At least two staff members independently made preliminary revisions in each task outline. Final decisions on all revisions were made in group meetings.

The validation process for the Camp Secretary and Food Service Supervisor/Cook was implemented after the other validations had been completed. The process differed slightly from the preceeding process in that:

1. the task outlines were edited by project staff only.
2. the validation questionnaire format requested respondents to indicate those statements which applied to their job and those which did not. Additional work activity statements were also asked for.
3. respondents were not asked to rank order responsibilities or to provide an overall evaluation of the task outline.
4. the validation questionnaire for the Food Service Supervisor/Cook was sent to 12 respondents in two locales. There was no effort to achieve geographic representation since most camps were not in session and camp cooks were difficult to locate.
5. the validation questionnaire for the Camp Secretary was sent to only five respondents. Camp secretaries were difficult to locate in the off-season since most work only one season.

[As of this date, these two task outlines have not been completed. However, validation forms have been mailed out and they are expected to be completed by August of this year.]

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RESULTS

The two major products resulting from the task analysis were (1) validated task outlines for the positions of Camp Director, Program Specialist, Camp Counselor, Camp Nurse, Maintenance Supervisor, Camp Secretary, and Food Service Supervisor/Cook and (2) analysis data on the duty statements for each of these positions. Examples of these products, which are presented in Addenda G and H, are discussed in the following sections.

Origins of Task Statements

The validated task outlines resulted directly from the input of numerous practitioners across the country. Each statement was contributed by a job incumbent through either the critical incident survey, job descriptions for existing camps, the task analysis conference, or the validation procedures. To illustrate this point, the origins of the task statements in the program specialist and camp counselor validated task outlines were traced. The results are shown in Table 1.

Over 65 percent of the task statements for both job positions were included in the task inventories that were compiled at the beginning of the task analysis process. For the program specialist, 46 of the 88 original statements were worded on the validated task outline exactly as they had been worded when taken from the critical incident surveys

Table 1

Origins of Task Statements on Validated Task Outlines

Job Position	Origins of Task Statements						Total	
	Critical Incident Survey or Job Descriptions		Task Analysis Conference		Validation Procedures			
	n	%	n	%	n	%	n	%
Program Specialist	88	65.70	16	11.90	30	22.40	134	100.00
Camp Counselor	93	72.10	30	23.25	6	4.65	129	100.00

and job descriptions, however, 42 of the 88 statements were slightly reworded to reflect a broader or narrower scope. For the camp counselor, 37 of the 93 original statements remained unchanged throughout the task analysis process and the other 56 statements were slightly reworded by the task analysis conference or validation participants.

During the task analysis conference, 16 new task statements were added to the program specialist's task outline and 30 new task statements were added to the camp counselor's task outline. Of the 16 new statements for the program specialist, 7 statements remained unchanged during the validation procedures and 9 were revised in minor ways. Of the 30 new task statements for the camp counselor, 24 remained unchanged and 6 were altered during the validation procedures. These 30 new statements pertained primarily to the interpersonal interaction work activities of the camp counselor.

Thirty new task statements were added to the program specialist task outline during the validation procedures. These statements pertained primarily to health and safety, behavior management, and motivational work activities of the program specialist which had been overlooked or skimmed over previously. The 6 new task statements added to the camp counselor's task outline during validation pertained primarily to the tasks performed during the closing of camp at the end of the season.

From these figures, it can be easily seen that every task statement in the task outlines emanated from the people who are actually performing the work. In addition, each statement was reviewed and deemed applicable to the job position in question by many job incumbents before it was included in the final version of the task outline.

Ratings of Major Responsibilities

The validated task outlines enumerate the major responsibilities, duties, and sample tasks performed by camp personnel on the job. By themselves, they provide the curriculum developer with an organized listing of all work activities, but they do not contain information on which work activities are more important than others in providing the camper with a successful camp experience. Nor do they provide information pertaining to the complexity of skills required of the worker to perform the tasks. Nor do they indicate how much time is spent on the job in the performance of the work activities.

These dimensions of the task outlines were obtained during validation procedures. All major responsibilities for each job position were rated as to relative importance, complexity of requisite skills, and time devoted to the work activity. In Table 2, the validators' ratings of the camp director's major responsibilities are presented for each of these categories. The ratings are from 1 to 8, with the lower numbers indicating a higher rating, i.e., a greater importance, more complex skills required, or a larger amount of time being spent.

As shown in Table 2, "provision of camping services and experiences to persons with physical handicaps" had the highest ratings overall for the camp director in the three categories. "Developing a master plan for all camp operations" and "controlling business and financial operations" were second and third, respectively. These ratings can be used by the curriculum developers to determine where the emphasis in the training program for camp directors should be placed. The relatively low ratings of "coordinating the camping service with total agency operations" and "developing a public relations program" indicate that these major responsibilities should receive less attention in the training program than the other major responsibilities.

Table 2

Ratings of Camp Director's Major Responsibilities

Major Responsibility	Importance	Skills	Time
Develops a master plan	1	2*	3*
Maintains physical facility	4	5	5
Coordinates camping services with agency	7	7	7
Develops public relations program	8	8	8
Promotes health and safety	3	4	3*
Controls financial operations	5	2*	2
Provides camping services	2	1	1
Promotes professional development	6	6	6

*Equal Ratings.

Tables 3 and 4 present the validators' ratings for the major responsibilities of the program specialist and camp counselor, respectively. For the program specialist, "planning the program" appears to be the highest rated major responsibility overall. While "providing a milieu for optimum camper participation in camp life" is the highest rated major responsibility overall for the camp counselor.

Table 3

Ratings of Program Specialist's Major Responsibilities

Major Responsibility	Importance	Skills	Time
Assesses key factors affecting program design	1	2	4
Plans program for specialty area	2	1	1*
Implements program for specialty area	3*	3*	1*
Provides a milieu for optimum participation	3*	3*	1*
Evaluates camper and program	5	5	5

*Equal ratings.

Table 4

Ratings of Camp Counselor's Major Responsibilities

Major Responsibility	Importance	Skills	Time
Assesses key factors affecting program responsibilities	3	5	5
Plans program	4	2*	3
Implements program	1*	2*	2
Provides milieu for optimum camper participation in camp life	1*	1	1
Evaluates camper and program	5	4	4

*Equal ratings.

It is interesting to note the relatively high ratings of the major responsibility pertaining to assessment for the program specialist and the relatively low ratings of this same major responsibility for the camp counselor. To the curriculum developers, these ratings should indicate that a more detailed grounding in assessment should be given the program specialist. Whereas, the counselor should only be given basic instructions in this area.

It is also interesting to note the relatively low ratings of evaluation for both the program specialist and camp counselor. These ratings reflect that evaluation presently performed by program specialists and camp counselors is at a very simple level requiring few skills with not much time being spent on evaluation tasks.

Table 5 presents the ratings of the major responsibilities for the camp nurse. The ratings include the first 11 major responsibilities only, because the twelfth major responsivility, "participates in professional development activities," was added after the validation forms were returned to staff for revision.

Table 5

Ratings of Camp Nurse's
Major Responsibilities

Major Responsibility	Importance	Skills	Time
Prepares camp health policies and procedures	7	4*	8
Prepares health center	9	9	9
Trains staff regarding health matters	4*	2*	6
Screens health status of campers and staff	4*	4*	3
Supervises health maintenance	1	6	1
Cares for and treats illnesses	2	1	2
Cares for and treats injuries	3	2*	4
Communicates with appropriate staff	6	8	7
Participates in camp program	10	11	10*
Maintains health center records	8	7	5
Closes health center and evaluates	11	10	10*

*Equal ratings.

For the camp nurse, there is a greater disparity in the ratings for the three categories than for the previous job positions. However, it appears that the "caring and treatment of illnesses" is the highest rated item overall and "participation in the program" and "closing the health center and evaluating health services" are the lowest rated items.

The ratings of the major responsibilities for the maintenance supervisor are presented in Table 6. For the maintenance supervisor, "caring for the camp property" is considered the most important and time consuming major responsibility, however, it requires relatively few complex skills to perform. The "provision of emergency and preventative equipment maintenance" is considered to require the greatest skill, but is of less importance to the success of the camping experience than the previously cited major responsibility. In addition, less time is spent performing maintenance on equipment than in caring for camp property.

Table 6

Ratings of Maintenance Supervisor's Major Responsibilities

Major Responsibility	Importance	Skills	Time
Secures and keeps maintenance and housekeeping equipment operational	2	1	4
Maintains housekeeping and maintenance supplies	6	5*	6
Provides for vehicle operation and maintenance	3*	2	5
Maintains and improves man-made facilities	3*	3	3
Cares for camp property	1	5*	1
Keeps inventories and records	7	8	7*
Provides program assistance	8	7	7*
Manages maintenance and housekeeping staff	5	4	2

*Equal ratings.

Duty Analysis Data

During the task analysis conference, information was compiled on the need for adaptations, prerequisites, and recommended training for the duties within each task outline. In an effort to make this massive amount of information less cumbersome and more easily useable, duty information summary forms were devised. On the following page is a sample copy of a completed form.

In the upper left-hand and right-hand corners of the form are the name of the job position and the major responsibility and duty numbers, respectively. The duty and the sample tasks are in the middle of the form. They are included in toto to alleviate the need to constantly refer back to the task outline.

The skills, knowledges, and behaviors prerequisite to performing the duty successfully are listed in the bottom left-hand column of the form. In the bottom right-hand columns of the form, the training recommended to acquire the prerequisites are listed. Training recommendations are classified as either pre-service (before the worker is hired for the job), pre-camp (between the time the worker is hired and camp actually begins), or inservice (after the camp program begins). For some prerequisites, training is recommended to take place in more than one of these categories.

The numbers in the recommended training columns indicate the type of training or learning experiences which would be most suitable for gaining the skill, knowledge, or behavior. Following is a breakdown of the code used to indicate type of training.

Pre-Service (before being hired for the job)

0. Basic/General Education
1. Workshops/seminars/conferences
2. Certification training program--be specific
3. College course work
4. Practicum experience
5. Personal investigations
6. Agency training program
7. Work experience
3. Life experience

Pre-Camp and Inservice

9. Lectures
10. Readings (professional literature)
11. Discussion groups
12. Demonstrations
13. Readings (camp literature)
14. Field trips
15. Debates
16. Audiovisuals
17. Role playing
18. Interviews
19. Writing papers
20. Skill practice
21. Games
22. Personal study/investigations
23. On-the-job training
24. Modeling
25. Planning/evaluation sessions
26. Individual consultation sessions
27. Camp records
28. Readings (agency literature)

There are three columns labeled "knowledge," "behavior," and "skills" in the upper left of the form. In these columns are estimated percentages descriptive of the duty. For example, if the tasks within the duty are primarily knowledge-based work activities with little behavior and few skills being used, then there would be a high percentage in the knowledge column and lower percentages in the behavior and skills columns. The percentages from the three columns total 100 percent. These percentages were estimated by the project staff working independently and then coming together to compare estimates. They have been included in the form to provide the developers of the learning modules a guide to whether the learning activities should concentrate on the acquisition of knowledge, the practice of skills, or the modification of behavior.

In the upper right-hand of the form are columns marked "instruction," "reasoning," "mathematic," and "language." These columns were desinged to relate information about the performance level of the duty. They use the functional job analysis scales devised by Fine.

"Instruction" refers to the extent that the worker's instructions are specified for the worker. The numbers range from 1 to 8 with 1 indicating that inputs, outputs, methods, and equipment are all spelled out for the worker and 8 indicating that the worker must make all decisions regarding the performance of the duty. The exact interpretation of each number is as follows:

LEVEL	DEFINITION
1	Inputs, outputs, tools, equipment, and procedures are all specified. Almost everything the worker needs to know is contained in his assignment. He is supposed to turn out a specified amount of work or a standard number of units per hour or day.
2	Inputs, outputs, tools, and equipment are all specified, but the worker has some leeway in the procedures and methods he can use to get the job done. Almost all the information he needs is in his assignment. His production is measured on a daily or weekly basis.
3	Inputs and outputs are specified, but the worker has considerable freedom as to procedures and timing, including the use of tools and equipment. He has to refer to several standard sources for information (handbooks, catalogs, wall charts). Time to complete a particular product or service is specified, but this varies up to several hours.

LEVEL	DEFINITION
4	Output (product or service) is specified in the assignment, which may be in the form of a memorandum or of a schematic (sketch or blueprint). The worker must work out his own ways of getting the job done, including selection of tools and equipment, sequence of operations (tasks), and obtaining important information (handbooks, etc.). He may either carry out work himself or set up standards and procedures for others.
5	Same as (4) above, but in addition the worker is experted to know and employ theory so that he understands the whys and wherefores of the various options that are available for dealing with a problem and can independently select from among them. He may have to do some reading in the professional and/or trade literature in order to gain this understanding.
6	Various possible outputs are described that can meet stated technical or administrative needs. The worker must investigate the various possible outputs and evaluate them in regard to performance characteristics and input demands. This usually requires his creative use of theory well beyond referring to standard sources. There is no specification of inputs, methods, sequences, sources, or the like.
7	There is some question as to what the need or problem really is or what directions should be pursued in dealing with it. In order to define it, to control and explore the behavior of the variables, and to formulate possible outputs and their performance characteristics, the worker must consult largely unspecified sources of information and devise investigations, surveys, or data analysis studies.

LEVEL	DEFINITION
8	Information and/or direction comes to the worker in terms of needs (tactical, organizational, strategic, financial). He must call for staff reports and recommendations concerning methods of dealing with them. He coordinates both organizational and technical data in order to make decisions and determinations regarding courses of action (outputs) for major sections (divisions, groups) of his organization.

(Fine, 1973:14-15).

The number in the "reasoning" column indicates the extent to which the worker is required to deal with theory, abstract information, and variables. The numbers range from 1 to 6 with 1 being the lowest level of reasoning. Following are the definitions for each reasoning level:

LEVEL	DEFINITION
1	. Have the common sense understanding to carry out simple one- or two-step instructions in the context of highly standardized situations. . Recognize unacceptable variations from the standard and take emergency action to reject inputs or stop operations.
2	. Have the common sense understanding to carry out detailed but uninvolved written or oral instructions. . Deal with problems involving a few concrete variables in or from standard situations.
3	. Have the common sense understanding to carry out instructions furnished in written, oral, or diagrammatic form. . Deal with problems involving several concrete variables in or from standard situations.

LEVEL	DEFINITION
4	. Have knowledge of a system or interrelated procedures, such as bookkeeping, internal combustion engines, electric wiring systems, nursing, farm management, ship sailing, or machining. . Apply principles to solve practical, everyday problems and deal with a variety of concrete variables in situations where only limited standardization exists. . Interpret a variety of instructions furnished in written, oral, diagrammatic, or schedule form.
5	. Have knowledge of a field of study (engineering, literature, history, business administration) having immediate applicability to the affairs of the world. . Define problems, collect data, establish facts, and draw valid conclusions. . Interpret an extensive variety of technical material in books, manuals, texts, etc. . Deal with some abstract but mostly concrete variables.
6	. Have knowledge of a field of study of the highest abstractive order (e.g., mathematics, physics, chemistry, logic, philosophy, art criticism). . Deal with nonverbal symbols in formulas, equations, or graphs. . Understand the most difficult classes of concepts. . Deal with a large number of variables and determine a specific course of action (e.g., research, production) on the basis of need.

(Fine, 1973:16-17).

The "mathematics" column is concerned with the requirements of the duty for mathematical ability. There are six levels on the scale. They have been defined as follows:

LEVEL	DEFINITION
1	. Counting to simple addition and subtraction; reading, copying, and/or recording of figures.
2	. Use arithmetic to add, subtract, multiply, and divide whole numbers.
3	. Make arithmetic calculations involving fractions, decimals, and percentages.
4	. Perform ordinary arithmetic, algebraic, and geometric procedures in standard practical applications.
5-6	. Have knowledge of advanced mathematical and statistical techniques such as differential and integral calculus, factor analysis, and probability determination. . Work with a wide variety of theoretical mathematical concepts. . Make original applications of mathematical procedures, as in empirical and differential equations.

(Fine, 1973:17).

The number in the "language" column indicates the level of oral or written communication skills required of the worker before he can perform the duty. The numbers range from 1 to 6 and can be interpreted as follows:

LEVEL	DEFINITION
1	. Cannot read or write but can follow simple oral, "pointing-out" instructions. . Sign name and understand ordinary, routine agreements when explained, such as those relevant to leasing a house; employment (hours, wages, etc.); procuring a driver's license. . Read lists, addresses, safety warnings.

LEVEL	DEFINITION
2	. Read comic books, "true confession" or "mystery" type magazines (short sentences; simple, concrete vocabulary; words that avoid complex Latin derivations). . Converse with service personnel (waiters, ushers, cashiers). . Copy verbal records precisely without error. . Keep taxi driver's trip record.
3	. Read material on level of the Reader's Digest and straight news reporting in popular "mass" newspapers. . Comprehend ordinary newscasting (uninvolved sentences and vocabulary with focus on events rather than on their analysis). . Copy verbal material from one record to another, catching gross errors in grammar. . Fill in report forms, such as Medicare forms, employment applications, and card form for income tax. . Conduct house-to-house surveys to obtain common census-type information or market data, such as preferences for commercial products in everyday use.
4	. Have language ability to take and transcribe dictation, make appointments, and sort, route, and file the mail according to subject. . Write routine business correspondence reflecting standard procedures. . Interview job applicants to determine work best suited for their abilities and experience; contact employers to interest them in services of agency. . Understand technical manuals and verbal instructions, as well as drawings and specifications, associated with practicing a craft. . Guide people on tours through historical or public buildings, tell relevant anecdotes, etc. . Conduct opinion research surveys involving stratified samples of the population.

LEVEL	DEFINITION
5	. Write instructions for assembly of prefabricated parts into units. . Write instructions and specifications concerning proper use of machinery. . Write copy for advertising. . Report news for the newspapers, radio, or TV. . Prepare and deliver lectures for audiences that seek information about the arts, sciences, and humanities in an informal way. . Report, write, or edit articles for magazines which, while popular, are of a highly literate nature (e.g., *New Yorker*, *Saturday Review*, *Scientific American*).
6	. Report, write, or edit articles for technical and scientific journals or journals of advanced literary criticism (e.g., *Journal of Educational Sociology*, *Science*, *Physical Review*, *Daedalus*). . Prepare and draw up deeds, leases, wills, mortgages, and contracts. . Prepare and deliver lectures on politics, economics, education, or science to specialized students and/or professional societies. . Comprehend and apply technical engineering data for designing buildings and bridges. . Comprehend and discuss literary works of a highly symbolic nature, such as works in logic and philosophy (e.g., Kant, Whitehead, Russell).

(Fine, 1973:18-19).

Underneath these columns is another row of columns labeled "adaptations--medical classifications" and "adaptations--functional classifications." "X's" in the columns indicate for which disability groups the manner that the duty is performed needs to be modified. The definitions of the disability groupings are included in Addendum C.

The determination of the need for modification was made during the task analysis conference and this information was merely transferred to the forms as was the information about prerequisites and training recommendations.

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ADDENDUM A

Project CAREER: Criteria for Appropriate Task Inventory Statements*

1. Clear statement written using terminology that is consistent with current usage in the occupational area and one that is easily understood by the worker
2. Brief statement to save reading time
3. Use abbreviations cautiosly since they may not be understood throughout the occupational area
4. Task statement must be ratable in terms of Time Spent and other rating factors (eliminate tasks beginning with "have responsibility for . . ," "Know how to . . . .")
5. Vague or ambiguous words such as "check," "assist," and "recommend" should be avoided
6. Use short words in place of long ones whenever possible
7. Qualifications of a worker such as aptitude, education, or skill are not tasks and are, therefore, not included in task statements
8. Instruction a person receives is not a task unless the worker performs a task
9. Task statements should begin with a present tense action word such as "operate," "write," and "clean"
10. Arrange task statements alphabetically under each duty statement to facilitate ease of scanning and to eliminate duplicate tasks
11. Each task statement must be capable of standing alone, i.e., NOT - "operate other equipment"
12. Each task statement must be a complete sentence
13. Omit the period at the end of the task statement and avoid "and/or" and "etc."
14. Parallel tasks should be included in appropriate duty categories, i.e., for a "supervise" task there should be a task that is "performed"
15. If a modifier is used be sure to include all relevant alternatives, i.e., "repair automatic transmissions" should also have "repaid standard transmissions"
16. Avoid obviously trivial tasks, e.g., turn ignition key
17. Avoid tasks that are too general
18. Avoid multiple verbs unless the sequence is essential to the task
19. Task should be independent and distinct

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*Excerpted from: Research and Development Series No. 87, The Center For Vocational and Technical Education, The Ohio State University, Columbus, Ohio. March, 1973, p. 35.

ADDENDUM B

Pilot Testing of Task Analysis Procedures

Arrangements were made with three of the undergraduate students in the therapeutic recreation curriculum and one of the graduate students to participate in a pilot test of the task analysis procedures. All of these students had at least one year of camping experience with handicapped populations. Group leaders for the pilot test were the project's two research assistants.

On November 8, pilot test materials were sent out to all pilot test participants. The materials included background information about the project, an overview of the task analysis procedures, and directions and materials for a task which they were to complete before attending the meeting. The purpose of this task was to familiarize participants with the duty statements applicable to their job category and to direct their frame of reference to tasks, duties, and major responsibilities. A complete description of this task is provided in the following section of this paper. The job category which was selected for pilot testing was program specialist.

On November 9, a short training session was given to the two group leaders. Since time was limited for pilot testing, it was felt that thorough training of the group leaders was necessary for them to guide their groups through the tasks.

On November 10, from 10:00-12:30 a.m. the pilot test was conducted. Since the pilot test was to determine if the procedures were workable and if forms were useable, it was felt that a greater amount of time was not really necessary. During the pilot test, the group was given a brief orientation to the project, the purpose of the pilot test, and the overall task analysis procedures. They were then given instructions for their first two tasks: (1) checking the completeness and accuracy of the duty statements and (2) grouping duty statements into major responsibilities. They then broke up into two groups to complete the tasks.

An interesting phenomenon was observed at this point. In one group, the "job incumbents" had either not done or had not understood their pre-meeting task. They had much more difficulty getting into the tasks than the other group in which the "job incumbents" had successfully completed their homework.

After a half an hour, the groups were asked to go on to grouping duty statements and formulating major responsibility statements. Both groups were able to partially complete the task when they were stopped, so that they could critique the procedures.

Recommendations emanating from the critique included:

(1) The importance of completing the pre-meeting task needed to be stressed to all participants. In addition, it was suggested to provide a more detailed explanation of the task with more examples in the mailing.

(2) In the explanation of these tasks during training, more examples were needed.

(3) More time was obviously needed. The group generally agreed that a day and a half would be sufficient for these two tasks.

(4) Long tables were needed to work on so that the duty statements could be spread out and different groupings could be tried.

The groups were then given specific instructions for their remaining tasks. These tasks included (1) rating duty statements as to their importance, (2) coding duty statements as to those in which the process would be changed from the normal when working with children who had various disabilities and various functional problems, and (3) determining when training should be provided for each duty. After trying out each task the groups were brought back together to critique these procedures and forms. The following recommendations were given:

(1) During the explanation of the rating task, it should be stressed that a differentiation in ratings was needed. All duty statements were important, however, some were more important than others. These distinctions needed to be made by the group so that a training program could be designed which stressed the skills and knowledge needed to perform the more important tasks.

(2) Ratings should first be done by each individual and then the group should be brought together to arrive at a consensus.

(3) A five-point scale for rating was considered most appropriate. One group tried rank-ordering, but this technique did not work well since it was difficult to differentiate between some equally important duties.

(4) For coding duty statements as to the need for adaptations, definition sheets were needed for both the medical classifications and the functional classifications. (For the pilot test, only medical classifications were defined.)

(5) Each category for both the medical classification and functional classification sheets needed to be subdivided into moderate and severe.

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(6) The final task, determining when training should be provided, was not complete and did not give sufficient information. The task has since been expanded to include listing prerequisite skills and knowledge necessary to perform each duty and determine when training should be provided (pre-service, pre-camp training, in-service training) and how training should be provided (college course, agency sponsored short-term training, at home assignment, on-the-job, staff meetings, etc.).

ADDENDUM C

JOB DESCRIPTIONS AND SAMPLE JOB TITLES

CAMP DIRECTOR - The general administrative aim of a Camp Director is to develop, organize, manage, and supervise the personnel, physical, and fiscal resources of the camp in order to meet the objectives that have been specified. The Director is also responsible for evaluating camp effectiveness.

PROGRAM SPECIALIST - The general aim of a Program Specialist is to be responsbile for all phases of operation pertaining to a particular program such as arts and crafts and waterfront activities so that safety and maximum utilization of program area is obtained. Responsibilities include: developing the program, ordering supplies, maintaining areas and equipment, instructing and supervising staff and campers, scheduling and coordinating activities and special events, preparing reports and inventories, and evaluating.

Sample Job Titles: waterfront director, boating and fishing director, arts and crafts specialist, photography director, nature specialist, woodlore leader, camp naturalist, animal farm director, athletic director, sports and games leader, campcrafter, music program specialist

CAMP COUNSELOR - The general aim of a Camp Counselor is to plan and supervise camping experiences for an assigned group of campers, under the direction and supervision of specified administrative or program staff, and to do related work as required such as maintain a pleasant, clean, and safe environment; be responsible for campers' personal needs, conduct, and safety; prepare reports and inventories; and work cooperatively with all camp staff to enhance the overall camping experience.

Sample Job Titles: counselor, leader, cabin counselor, tent counselor, group counselor, resident camp counselor

MAINTENANCE SUPERVISOR - The general aim of the Maintenance Supervisor is to provide general maintenance and repair services essential to the efficient and effective day to day camp operation

Sample Job Titles: maintenance manager, camp ranger, handyman, maintenance man, camp caretaker

CAMP NURSE - The general aim of the Camp Nurse is to provide health services essential to the camp operation.

KITCHEN SUPERVISOR - The general aim of the Kitchen Supervisor is to guide the provision of food services essential to the efficient and effective day-to-day camp operation.

Sample Job Titles: food service manager, director, or supervisor, chef steward, food manager

CAMP COOK - The general aim of the Camp Cook is to prepare and serve the daily meals at a camp.

KITCHEN HELPER - The general aim of a Kitchen Helper is to assist in the preparation and serving of all food and to assist in the maintenance of kitchen and dining facilities.

Sample Job Titles: kitchen worker, cook's helper, kitchen aide, kitchen boy, kitchen girl

CAMP SECRETARY - The general aim of the Camp Secretary is to provide secretarial services essential to the efficient and effective day-to-day business operations of the camp.

ADDENDUM D

DEFINITIONS FOR ADAPTATIONS CODING

Medical Classifications

1. Neuro-Muscular Conditions - Disorders of the brain, spinal cord and/or muscular system.

   Examples include Muscular Dystrophy, Epilepsy, Cerebral Palsy, Multiple Sclerosis, Spinal Cord Injuries, and Poliomyelitis.

2. Respiratory Conditions - Abnormalities in pulmonary function.

   Examples include Cystic Fibrosis, Asthma, and Tuberculosis.

3. Cardiovascular/Hematological Conditions - Structural defects of the heart or blood vessels or diseases of the blood.

   Examples include Post-Rheumatic Fever, Congenital Heart Disease and Defects, Hemophelia, Leukemia, and Anemia.

4. Metabolic Conditions - Diseases of the endocrine, renal, and hepatic systems or conditions causing disordered production of well-defined specific chemicals.

   Examples include Diabetes and Cretenism.

5. Orthopedic Conditions - Conditions of the skeletal system and associated structures.

   Examples include Amputations, Talipes, Legg-Perthes Disease, and Arthritis.

6. Other Physical Conditions - Disorders of gastro-intestinal and genital-urinary systems or other body systems not mentioned previously.

   Examples include Ulcers and Skin Disorders.

DEFINITIONS FOR ADAPTATIONS CODING

Functional Classifications

1. Mobility Limitations

Severe - Non-ambulatory requiring mechanical assistance to achieve mobility.
Examples include Quadriplegia or Paraplegia.

Moderate - Semi-ambulatory with ability to travel with aid of crutches or cane.
Examples include Amputees, Cerebral Palsy, and Multiple Sclerosis.

2. Bowel/Bladder Dysfunction

Severe - No control of bowel and/or bladder function.
Examples include Quadriplegia.

Moderate - Partial control of bowel and/or bladder function
Examples include Incontinence.

3. Upper Limb Dysfunction

Severe - No use of arms and/or hands.
Examples include Congenital Amputations, Quadriplegia.

Moderate - Limited use of arms and/or hands.
Examples include Cerebral Palsy, Hemiplegia.

4. Breathing Difficulties

Severe - Major difficulty with breathing process.
Examples include Cystic Fibrosis and Asthma.

Moderate - Moderate or episodic difficulty with breathing.
Examples include Sinus Conditions.

5. Communication Limitations

Severe - Inability to communicate.
Examples include Aphasia.

Moderate - Difficulty in communication.
Examples include Stuttering, Disarthia, and Dyslexic.

6. Activity Limitations

Severe - Restricted to passive or non-stimulating activities.
Examples include Congenital Heart Disease, Asthma.

Moderate - Some limitations on strenuous activities.
Examples include Diabetes, Epilepsy.

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ADDENDUM E

Camp Director

NEED FOR ADAPTATIONS - (1)
MEDICAL CLASSIFICATIONS

Directions: For each medical classification, moderate and severe, decide if the manner in which the duty is performed is different from the norm. If it is different, place an "X" in the appropriate box. If the performance of the duty is not different, leave the box blank.

	Neuro-Muscular Conditions		Respiratory Conditions		Cardiovascular/ Hematological Conditions		Metabolic Conditions		Orthopedic Conditions		Other Physical Conditions	
Major Responsibility & Duty Statement	S	M	S	M	S	M	S	M	S	M	S	M
1. Develop a Master Plan for All Camp Operations												
1.1 Develops a rationale for all camp operations												
1.2 Selects camp services consistent with goals and objectives												
1.3 Develops physical facility designed to implement appropriate services												
1.4 Designs an organizational structure to implement plan												
1.5 Develops a system of evaluating all camp operations												
1.6 Ensures compliance with all applicable legal requirements												
1.7 Consider generally recognized ethical practices and professional standards												
2. Supervises Development and Maintenance of Physical Facility												
2.1 Develops policies and procedures for utilization of facilities and equipment												
2.2 Controls maintenance of facilities and equipment												
2.3 Develops policies for selection, aquisition, and inventory control of supplies and equipment												

NEED FOR ADAPTATIONS - (1)
MEDICAL CLASSIFICATIONS

Page

	Neuro-Muscular Conditions		Respiratory Conditions		Cardiovascular/ Hematological Conditions		Metabolic Conditions		Orthopedic Conditions		Other physical Conditions	
Major Responsibility & Duty Statement	S	M	S	M	S	M	S	M	S	M	S	M
3. Coordinates Camping Services with Total Agency Operations 3.1 Represents camp to agency staff and board												
3.2 Participates in agency staff and board functions												
4. Develops and Maintains a Community Public Relations Program 4.1 Represents camp to public												
5. Promotes Health and Safety of Everyone in Camp 5.1 Establishes policies and procedures concerning safety supervision												
5.2 Establishes policies and procedures concerning health supervision												
6. Develops and Controls Business and Financial Operations 6.1 Manages camp assets												
6.2 Controls fiscal operations												

NEED FOR ADAPTATIONS - (1)
MEDICAL CLASSIFICATIONS

Page

Major Responsibility & Duty Statement	Neuro-Muscular Conditions		Respiratory Conditions		Cardiovascular/ Hematological Conditions		Metabolic Conditions		Orthopedic Conditions		Other physical Conditions	
	S	M	S	M	S	M	S	M	S	M	S	M
7. Provides Camping Services and Experiences to Persons with Physical Handicaps												
7.1 Provides camp experience for campers												
7.2 Defines and coordinates staff functions to implement camp service												
8. Promotes Professional Development of All Camp Personnel												
8.1 Provides opportunities for staff's personal and professional growth												
8.2 Pursues own personal and professional growth												

Camp Director

NEED FOR ADAPTATIONS - (2)
FUNCTIONAL CLASSIFICATIONS

Directions: For each functional classification, moderate and severe, decide if the manner in which the duty is performed is different from the norm. If it is different, place an "X" in the appropriate box. If the performance of the duty is not different, leave the box blank.

Major Responsibility & Duty Statement	Mobility Limitations		Bowel/Bladder Dysfunction		Upper Limb Dysfunction		Breathing Difficulties		Communication Limitations		Activity Limitati	
	S	M	S	M	S	M	S	M	S	M	S	M
1. Develop a Master Plan for All Camp Operations												
1.1 Develops a rationale for all camp operations												
1.2 Selects camp services consistent with goals and objectives												
1.3 Develops physical facility designed to implement appropriate services												
1.4 Designs an organizational structure to implement plan												
1.5 Develops a system of evaluating all camp operations												
1.6 Ensures compliance with all applicable legal requirements												
1.7 Consider generally recognized ethical practices and professional standards												
2. Supervises Development and Maintenance of Physical Facility												
2.1 Develops policies and procedures for utilization of facilities and equipment												
2.2 Controls maintenance of facilities and equipment												
2.3 Develops policies for selection, aquisition, and inventory control of supplies and equipment												

Camp Director

NEED FOR ADAPTATIONS - (2)
FUNCTIONAL CLASSIFICATIONS

Directions: For each functional classification, moderate and severe, decide if the manner in which the duty is performed is different from the norm. If it is different, place an "X" in the appropriate box. If the performance of the duty is not different, leave the box blank.

Major Responsibility & Duty Statement	Mobility Limitations		Bowel/Bladder Dysfunction		Upper Limb Dysfunction		Breathing Difficulties		Communication Limitations		Activity Limitati	
	S	M	S	M	S	M	S	M	S	M	S	M
1. Develop a Master Plan for All Camp Operations												
1.1 Develops a rationale for all camp operations												
1.2 Selects camp services consistent with goals and objectives												
1.3 Develops physical facility designed to implement appropriate services												
1.4 Designs an organizational structure to implement plan												
1.5 Develops a system of evaluating all camp operations												
1.6 Ensures compliance with all applicable legal requirements												
1.7 Consider generally recognized ethical practices and professional standards												
2. Supervises Development and Maintenance of Physical Facility												
2.1 Develops policies and procedures for utilization of facilities and equipment												
2.2 Controls maintenance of facilities and equipment												
2.3 Develops policies for selection, aquisition, and inventory control of supplies and equipment												

NEED FOR ADAPTATIONS - (2)
FUNCTIONAL CLASSIFICATIONS

Page

Major Responsibility & Duty Statement	Mobility Limitations		Bowel/Bladder Dysfunction		Upper Limb Dysfunction		Breathing Difficulties		Communication Limitations		Activity Limitations	
	S	M	S	M	S	M	S	M	S	M	S	M
3. Coordinates Camping Services with Total Agency Operations												
3.1 Represents camp to agency staff and board												
3.2 Participates in agency staff and board functions												
4. Develops and Maintains a Community Public Relations Program												
4.1 Represents camp to public												
5. Promotes Health and Safety of Everyone in Camp												
5.1 Establishes policies and procedures concerning safety supervision												
5.2 Establishes policies and procedures concerning health supervision												
. Develops and Controls Business and Financial Operations												
6.1 Manages camp assets												
6.2 Controls fiscal operations												

NEED FOR ADAPTATIONS - (2)
FUNCTIONAL CLASSIFICATIONS

Page

Major Responsibility & Duty Statement	Mobility Limitations		Bowel/Bladder Dysfunction		Upper Limb Dysfunction		Breathing Difficulties		Communication Limitations		Activity Limitations	
	S	M	S	M	S	M	S	M	S	M	S	M
7. Provides Camping Services and Experiences to Persons with Physical Handicaps 7.1 Provides camp experience for campers												
7.2 Defines and coordinates staff functions to implement camp service												
8. Promotes Professional Development of All Camp Personnel 8.1 Provides opportunities for staff's personal and professional growth												
8.2 Pursues own personal and professional growth												

TRAINING NEEDS FOR MAJOR RESPONSIBILITIES

Directions: In the second column, (1) list the prerequisite skills and knowledge needed to perform each major responsibility and reflect each duty; (2) decide when the prerequisite skills and knowledge should be acquired using one or more of the following categories: a) before being hired for the job--Pre-service, b) before campers come to camp--Pre-camp, c) while camp is in session--In-service; (3) in the appropriate column list the best method for acquiring the prerequisite skills and knowledge.

Major Responsibility & Duty Statement	Prerequisite Skills or Knowledge	Pre-Service Training	Pre-Camp Training	In-Service Traini
1. Develop a Master Plan for All Camp Operations				
1.1 Develops a rationale for all camp operations				
1.2 Selects camp services consistent with goals and objectives				
1.3 Develops physical facility designed to implement appropriate services				
1.4 Designs an organizational structure to implement plan				
1.5 Develops a system of evaluating all camp operations				
1.6 Ensures compliance with all applicable legal requirements				
1.7 Consider generally recognized ethical practices and professional standards				
2. Supervises Development and Maintenance of Physical Facility				
2.1 Develops policies and procedures for utilization of facilities and equipment				
2.2 Controls maintenance of facilities and equipment				
2.3 Develops policies for selection, aquisition, and inventory control of supplies and equipment				

TRAINING NEEDS FOR DUTIES

Major Responsibility & Duty Statement	Prerequisite Skills or Knowledge	Pre-Service Training	Pre-Camp Training	In-Service Traini
3. Coordinates Camping Services with Total Agency Operations 3.1 Represents camp to agency staff and board 3.2 Participates in agency staff and board functions				
4. Develops and Maintains a Community Public Relations Program 4.1 Represents camp to public				
5. Promotes Health and Safety of Everyone in Camp 5.1 Establishes policies and procedures concerning safety supervision 5.2 Establishes policies and procedures concerning health supervision				
6. Develops and Controls Business and Financial Operations 6.1 Manages camp assets 6.2 Controls fiscal operations				

Major Responsibility & Duty Statement	Prerequisite Skills or Knowledge	Pre-Service Training	Pre-Camp Training	In-Service Traini
7. Provides Camping Services and Experiences to Persons with Physical Handicaps 7.1 Provides camp experience for campers 7.2 Defines and coordinates staff functions to implement camp service				
8. Promotes Professional Development of All Camp Personnel 8.1 Provides opportunities for staff's personal and professional growth 8.2 Pursues own personal and professional growth				

Program Specialist

NEED FOR ADAPTATIONS - (1)
MEDICAL CLASSIFICATIONS

Directions: For each medical classification, moderate and severe, decide if the manner in which the duty is performed is different from the norm. If it is different, place an "X" in the appropriate box. If the performance of the duty is not different, leave the box blank.

	Neuro-Muscular Conditions		Respiratory Conditions		Cardiovascular/ Hematological Conditions		Metabolic Conditions		Orthopedic Conditions		Other Physical Conditions	
Duty Statement	S	M	S	M	S	M	S	M	S	M	S	M
1.1 Examines responsibilities and conditions of job												
1.2 Assesses physical resources in terms of program potential												
1.3 Assesses program resources												
2.1 Establish philosophy of program area												
2.2 Establish procedures for assessment of campers needs												
2.3 Establishes procedures for determining staff to meet program needs												
2.4 Establishes procedures for program development to meet individual camper needs												
2.5 Establish procedures for evaluation												
2.6 Establishes procedures for use of facilities, equipment, and supplies												
2.7 Establishes procedures for maintenance and repair of equipment and supplies												
3.1 Assesses abiliteis, interests, and potentials of subordinate program staff												
3.2 Assesses needs, interests, and abilities of campers												
4.1 Develops an overall program plan for specialty area												

NEED FOR ADAPTATIONS - (1)
MEDICAL CLASSIFICATIONS

Page 2

Duty Statement	Neuro-Muscular Conditions		Respiratory Conditions		Cardiovascular/ Hematological Conditions		Metabolic Conditions		Orthopedic Conditions		Other Physical Conditions	
	S	M	S	M	S	M	S	M	S	M	S	M
4.2 Develops individual program plan for each camper												
5.1 Prepares area and facility for program												
5.2 Completes appropriate forms and requisitions supplies												
5.3 Conducts activities												
5.4 Conducts follow-up of activity												
6.1 Evaluates policies and procedures of overall program												
6.2 Evaluates effectiveness of staff												
6.3 Evaluates impact of program on campers												
6.4 Evaluates total program												

Program Specialist

NEED FOR ADAPTATIONS - (2)
FUNCTIONAL CLASSIFICATIONS

Directions: For each functional classification, moderate and severe, decide if the manner in which thd duty is performed is different from the norm. If it is different, place an "X" in the appropriate box. If the performance of the duty is not different, leave the box blank.

	Mobility Limitations		Bowel/Bladder Dysfunction		Upper Limb Dysfunction		Breathing Difficulties		Communication Limitations		Activity Limitations	
Duty Statement	S	M	S	M	S	M	S	M	S	M	S	M
1.1 Examines responsibilities and conditions of job												
1.2 Assesses physical resources in terms of program potential												
1.3 Assesses program resources												
2.1 Establish philosophy of program area												
2.2 Establishes procedures for assessment of campers needs												
2.3 Establishes procedures for determining staff to meet program needs												
2.4 Establishes procedures for program development to meet individual camper needs												
2.5 Establishes procedures for evaluation												
2.6 Establishes procedures for use of facilities, equipment, and supplies												
2.7 Establishes procedures for maintenance and repair of equipment and supplies												
3.1 Assesses abilities, interests, and potentials of subordinate program staff												
3.2 Assesses needs, interests, and abilities of campers												
4.1 Develops an overall program plan for specialty area												

NEED FOR ADAPTATIONS - (2)
FUNCTIONAL CLASSIFICATIONS

Page 2

Duty Statement	Mobility Limitations		Bowel/Bladder Dysfunction		Upper Limb Dysfunction		Breathing Difficulties		Communication Limitations		Activity Limitations	
	S	M	S	M	S	M	S	M	S	M	S	M
4.2 Develops individual program plan for each camper												
5.1 Prepares area and facility for program												
5.2 Completes appropriate forms and requisitions supplies												
5.3 Conducts activities												
5.4 Conducts follow-up of activity												
6.1 Evaluates policies and procedures of overall program												
6.2 Evaluates effectiveness of staff												
6.3 Evaluates impact of program on campers												
6.4 Evaluates total program												

TRAINING NEEDS FOR MAJOR RESPONSIBILITIES

Program Specialist - I

__Directions:__ In the second column, (1) list the prerequisite skills and knowledge needed to perform each major responsibility and reflect each duty; (2) decide when the prerequisite skills and knowledge should be acquired using one or more of the following categories: a) before being hired for the job--Pre-service, b) before campers come to camp--Pre-camp, c) while camp is in session--In-service; (3) in the appropriate column list the best method for acquiring the prerequisite skills and knowledge.

	Major Responsibility and Duty Statement	Prerequisite Skills or Knowledge	Pre-Service Training	Pre-Camp Training	In-Service Traini
1.	Examines Existing Job Responsibilities and Resources				
__1.1__	Examines responsibilities and conditions of job				
__1.2__	Assesses physical resources in terms of program potential				
__1.3__	Assesses program resources				
2.	Develops General Operating Procedures for Program Area				
__2.1__	Establishes philosophy of program area				
__2.2__	Establishes procedures for assessment of campers needs				
__2.3__	Establishes procedures for determining staff to meet program needs				
__2.4__	Establishes procedures for program development to meet individual camper needs				
__2.5__	Establishes procedures for evaluation				
__2.6__	Establishes procedures for use of facilities, equipment, and supplies				
2.7	Establishes procedures for maintenance and repair of equipment and supplies				

Program Specialist - 2

TRAINING NEEDS FOR DUTIES

Duty Statement	Prerequisite Skills or Knowledge	Pre-Service Training	Pre-Camp Training	In-Service Training
3. Assesses Individual Campers and Staff Needs and Potentials				
3.1 Assesses abilities, interests, and potentials of subordinate staff				
3.2 Assesses needs, interests, and abilities of campers				
4. Plans Program				
4.1 Develops an overall program plan for specialty area				
4.2 Develops individual program plan for each camper				
5. Implements Overall Program				
5.1 Prepares areas and facilities for program				
5.2 Completes appropriate forms and requisitions supplies				
5.3 Conducts activities				
5.4 Conducts follow-up activities				
6. Evaluates Effectiveness of Overall Program				
6.1 Evaluates policies and procedures for overall program				
6.2 Evaluates effectiveness of staff				
6.3 Evaluates impact of program on campers				
6.4 Evaluates total program				

Camp Counselor

NEED FOR ADAPTATIONS - (1)
MEDICAL CLASSIFICATIONS

Directions: For each medical classification, moderate and severe, decide if the manner in which the duty is performed is different from the norm. If it is different, place an "X" in the appropriate box. If the performance of the duty is not different, leave the box blank.

		Neuro-Muscular Conditions		Respiratory Conditions		Cardiovascular/ Hematological Conditions		Metabolic Conditions		Orthopedic Conditions		Other Physical Conditions	
	Duty Statement	S	M	S	M	S	M	S	M	S	M	S	M
1.1	Develops minimum knowledge and skill in camping through a pre-training program												
1.2	Prepares for camp involvement												
1.3	Identifies available camp resources												
2.1	Assesses camper abilities and interests												
2.2	Develops individual and group plans												
2.3	Communicates with staff and unit counselors												
2.4	Plans ahead for all activities												
2.5	Anticipates special needs of campers												
3.1	Orients camper to camp life												
3.2	Assists campers in housekeeping activities												
3.3	Provides a healthy environment for campers												
3.4	Supervises safety of campers												
3.5	Adjust activities to meet special needs of campers												
3.6	Motivates camper to participate fully in the program												
3.7	Employs appropriate instructional techniques												

NEED FOR ADAPTATIONS - (1)
MEDICAL CLASSIFICATIONS

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	Neuro-Muscular Conditions		Respiratory Conditions		Cardiovascular/ Hematological Conditions		Metabolic Conditions		Orthopedic Conditions		Other Physical Conditions	
Duty Statement	S	M	S	M	S	M	S	M	S	M	S	M
4.1 Evaluates camper												
4.2 Evaluates camp program												
4.3 Conducts self-evaluation												
5.1 Assists troubled camper (supports camper emotionally)												
5.2 Manages camper behavior problems												
5.3 Assists camper to be more self-directive												
5.4 Promotes social interactions, i.e., camper/camper and camper/staff												
6.1 Demonstrates proper job performance												
6.2 Sets proper example for campers and subordinate staff to follow												
6.3 Cooperates with other staff												

Camp Counselor

NEED FOR ADAPTATIONS - (2)
FUNCTIONAL CLASSIFICATIONS

Directions: For each medical classification, moderate and severe, decide if the manner in which the duty is performed is different from the norm. If it is different, place an "X" in the appropriate box. If the performance of the duty is not different, leave the box blank.

		Mobility Limitations		Bowel/Bladder Dysfunction		Upper Limb Dysfunction		Breathing Difficulties		Communication Limitations		Other Physical Conditions	
	Duty Statement	S	M	S	M	S	M	S	M	S	M	S	M
1.1	Develops minimum knowledge and skill in camping through a pre-training program												
1.2	Prepares for camp involvement												
1.3	Identifies available camp resources												
2.1	Assesses camper abilities and interests												
2.2	Develops individual and group plans												
2.3	Communicates with staff and unit counselors												
2.4	Plans ahead for all activities												
2.5	Anticipates special needs of campers												
3.1	Orients camper to camp life												
3.2	Assists campers in housekeeping activities												
3.3	Provides a healthy environment for campers												
3.4	Supervises safety of campers												
3.5	Adjust activities to meet special needs of campers												
3.6	Motivates camper to participate fully in the program												
3.7	Employs appropriate instructional techniques												

NEED FOR ADAPTATIONS - (2)
FUNCTIONAL CLASSIFICATIONS

Page 2

	Duty Statement	Mobility Limitations		Bowel/Bladder Dysfunction		Upper Limb Dysfunction		Breathing Difficulties		Communication Limitations		Other Physical Limitations	
		S	M	S	M	S	M	S	M	S	M	S	M
4.1	Evaluates camper												
4.2	Evaluates camp program												
4.3	Conducts self-evaluation												
5.1	Assists troubled camper (supports camper emotionally)												
5.2	Manages camper behavior problems												
5.3	Assists camper to be more self-directive												
5.4	Promotes social interactions, i.e., camper/camper and camper/staff												
6.1	Demonstrates proper job performance												
6.2	Sets proper example for campers and subordinate staff to follow												
6.3	Cooperates with other staff												

TRAINING NEEDS FOR DUTIES

Directions: In the second column, (1) list the prerequisite skills and knowledge needed to perform each duty; (2) decide when the prerequisite skills and knoweldge should be acquired using one or more of the following categories: a) before being hired for the job--Pre-service, b) before campers come to camp--Pre-camp, c) while camp is in session--In-service; (3) in the appropriate column list the best method for acquiring the prerequisite skills and knowledge.

Duty Statement	Prerequisite Skills or Knowledge	Pre-Service Training	Pre-Camp Training	In-Service Training
1. Prepares for Camp Program				
1.1 Develops minimum knowledge and skill in camping through a pre-training program				
1.2 Prepares for camp involvement				
1.3 Identifies available camp resources				
2. Plans Program				
2.1 Assesses camper abilities and interests				
2.2 Develops individual and group plans				
2.3 Communicates with staff and unit counselors				
2.4 Plans ahead for all activities				
2.5 Anticipates special needs of campers				

TRAINING NEEDS FOR DUTIES

Duty Statement	Prerequisite Skills or Knowledge	Pre-Service Training	Pre-Camp Training	In-Service Training
3. Implements Program 3.1 Orients camper to camp life 3.2 Assists campers in housekeeping activities 3.3 Provides a healthy environment for campers 3.4 Supervises safety of campers 3.5 Adjusts activities to meet special needs of campers 3.6 Motivates camper to participate fully in the program 3.7 Employs appropriate instructional techniques				
4. Evaluates Program and Participants 4.1 Evaluates camper 4.2 Evaluates camp program 4.3 Conducts self-evaluation				
5. Promotes Personal/Social Growth of Campers 5.1 Assists troubled camper (supports camper emotionally) 5.2 Manages camper behavior problems 5.3 Assists camper to be more self-directive 5.4 Promotes social interactions, i.e., camper/camper and camper/staff				

TRAINING NEEDS FOR DUTIES

Duty Statement	Prerequisite Skills or Knowledge	Pre-Service Training	Pre-Camp Training	In-Service Training
6. Assumes Professional Responsibilities				
6.1 Demonstrates proper job performance				
6.2 Sets proper example for campers and subordinate staff to follow				
6.3 Cooperates with other staff				

Health Director

NEED FOR ADAPTATIONS - (1)
MEDICAL CLASSIFICATIONS

Directions: For each medical classification, moderate and severe, decide if the manner in which the duty is performed is different from the norm. If it is different, place an "X" in the appropriate box. If the performance of the duty is not different, leave the box blank.

Duty Statement	Neuro-Muscular Conditions		Respiratory Conditions		Cardiovascular/ Hematological Conditions		Metabolic Conditions		Orthopedic Conditions		Other Physical Conditions	
	S	M	S	M	S	M	S	M	S	M	S	M
1. Prepares Camp Health Policies and Procedures												
1.1 Reviews and/or develops job description												
1.2 Reviews and/or develops guidelines contained in the health center operations manual												
1.3 Reviews and/or develops nursing procedures manual with suggestions for adapting nursing care to camp routine and a method for adding to manual												
1.4 Reviews and/or develops a list of standing orders in conjunction with the camp doctor												
1.5 Ensures completion of cooperative agreements and legal documents for health operations												
2. Prepares Health Center												
2.1 Organizes health center facilities												
2.2 Acquires health center supplies												
2.3 Acquires health center equipment												
2.4 Acquires health center medications												
2.5 Organizes supplies, equipment, and medications												

NEED FOR ADAPTATIONS - (1)
MEDICAL CLASSIFICATIONS

Duty Statement	Neuro-Muscular Conditions		Respiratory Conditions		Cardiovascular/ Hematological Conditions		Metabolic Conditions		Orthopedic Conditions		Other Physical Conditions	
	S	M	S	M	S	M	S	M	S	M	S	M
3. Assumes Responsibility for Staff Training												
3.1 Instructs staff in basic first aid procedure												
3.2 Assists in staff instructions about disability-related information, according to own experience												
3.3 Instructs staff in accident prevention												
3.4 Instructs staff in health maintenance												
4. Assumes Responsibility for Staff Helath Screening												
4.1 Inspects staff health forms												
4.2 Conducts individual staff health check												
5. Assumes Responsibility for Camper Health Screening												
5.1 Conducts nursing assessment of incoming camper												
5.2 Assumes responsibility for the control of camper medication												
6. Assumes Responsibility for Camper and Staff Health Maintenance												
6.1 Carries out and/or supervises routine nursing procedures needed by campers and staff												
6.2 Surveys and takes appropriate action regarding the maintenance of camp health and safety standards												

NEED FOR ADAPTATIONS - (1)
MEDICAL CLASSIFICATIONS

Page 3

Duty Statement	Neuro-Muscular Conditions		Respiratory Conditions		Cardiovascular/ Hematological Conditions		Metabolic Conditions		Orthopedic Conditions		Other Physical Conditions	
	S	M	S	M	S	M	S	M	S	M	S	M
6.3 Maintains health center												
7. Assumes Responsibility for the Care and Treatment of Illnesses												
7.1 Determines the nature of the illness												
7.2 Determines the disposition of the illness												
7.3 Arranges external medical care or treatment for illness												
7.4 Provides nursing care for campers or staff whose illnesses are cared for in the health center												
8. Assumes Responsibility for the Care and Treatment of Injuries												
8.1 Determines the nature of the injury												
8.2 Determines the disposition of the injury												
8.3 Arranges external medical care or treatment												
8.4 Provides emergency and follow-up care for camper and staff injuries												
9. Communicates with Appropriate Staff on Health-Related Matters												
9.1 Confers with camp director on health-related matters												
9.2 Advises program staff regarding health and safety conditions in camp activities												

NEED FOR ADAPTATIONS - (A)
MEDICAL CLASSIFICATIONS

Page

Duty Statement	Neuro-Muscular Conditions		Respiratory Conditions		Cardiovascular/ Hematological Conditions		Metabolic Conditions		Orthopedic Conditions		Other Physical Conditions	
	S	M	S	M	S	M	S	M	S	M	S	M
9.3 Confers with cabin counseling staff regarding health and safety considerations												
10. Participates in Camp Program as Required and as Time Permits												
10.1 Conducts health-related camper activities												
10.2 Participates in On-Site Camp Activities as Time and talents permit												
10.3 Participates in out-of-camp activities as required by condition of campers or as time permits												
11. Assumes Responsibility for Maintenance of Records and Inventory												
11.1 Maintains camp health records												
11.2 Maintains health center inventories												
11.3 Maintains camp health or medical log												
12. Assumes Responsibility for Termination of Camp Health Service												
12.1 Assumes responsibilities for the evaluation of camp health service with recommendation for the future												
12.2 Prepares health center for end-of-season												

Health Director

NEED FOR ADAPTATIONS - (2)
FUNCTIONAL CLASSIFICATIONS

Directions: For each medical classification, moderate and severe, decide if the manner in which the duty is performed is different from the norm. If it is different, place an "X" in the appropriate box. If the performance of the duty is not different, leave the box blank.

Duty Statement	Mobility Limitations		Bowel/Bladder Dysfunction		Upper Limb Dysfunction		Breathing Difficulties		Communication Limitations		Activity Limitations	
	S	M	S	M	S	M	S	M	S	M	S	M
1. Prepares Camp Health Policies and Procedures												
1.1 Reviews and/or develops job description												
1.2 Reviews and/or develops guidelines contained in the health center operations manual												
1.3 Reviews and/or develops nursing procedures manual with suggestions for adapting nursing care to camp routine and a method for adding to manual												
1.4 Reviews and/or develops a list of standing orders in conjunction with the camp doctor												
1.5 Ensures completion of cooperative agreements and legal documents for health operations												
2. Prepares Health Center												
2.1 Organize health center facilities												
2.2 Acquires health center supplies												
2.3 Acquires health center equipment												
2.4 Acquires health center medications												
2.5 Organizes supplies, equipment, and medications												

NEED FOR ADAPTATIONS - (2)
FUNCTIONAL CLASSIFICATIONS

Page 2

Duty Statement	Mobility Limitations		Bowel/Bladder Dysfunction		Upper Limb Dysfunction		Breathing Difficulties		Communication Limitations		Activity Limitations	
	S	M	S	M	S	M	S	M	S	M	S	M
3. Assumes Responsibility for Staff Training												
3.1 Instructs staff in basic first aid procedure												
3.2 Assists in staff instructions about disability-related information, according to own experience												
3.3 Instructs staff in accident prevention												
3.4 Instructs staff in health maintenance												
4. Assumes Responsibility for Staff Health Screening												
4.1 Inspects staff health forms												
4.2 Conducts individual staff health check												
5. Assumes Responsibility for Camper Health Screening												
5.1 Conducts nursing assessment of incoming camper												
5.2 Assumes responsibility for the control of camper medication												
6. Assumes Responsibility for Camper and Staff Health Maintenance												
6.1 Carries out and/or supervises routine nursing procedures needed by campers and staff												
6.2 Surveys and takes appropriate action regarding the maintenance of camp health and safety standards												
6.3 Maintains health center												

Duty Statement	Mobility Limitations		Bowel/Bladder Dysfunction		Upper Limb Dysfunction		Breathing Difficulties		Communication Limitations		Activity Limitations	
	S	M	S	M	S	M	S	M	S	M	S	M
9. Communicates with Appropriate Staff on Health-Related Matters												
9.1 Confers with camp director on health-related matters												
9.2 Advises program staff regarding health and safety conditions in camp activities												
9.3 Confers with cabin counseling staff regarding health and safety considerations												
10. Participates in Camp Program as Required and as Time Permits												
10.1 Conducts health-related camper activities												
10.2 Participates in On-Site Camp activities as time and talents permit												
10.3 Participates in out-of-camp activities as required by condition of campers or as time permits												
11. Assumes Responsibility for Maintenance of Records and Inventory												
11.1 Maintains camp health records												
11.2 Maintains health center inventories												
11.3 Maintains camp health or medical log												

NEED FOR ADAPTATIONS - (2)
FUNCTIONAL CLASSIFICATIONS

Duty Statement	Mobility Limitations		Bowel/Bladder Dysfunction		Upper Limb Dysfunction		Breathing Difficulties		Communication Limitations		Activity Limitations	
	S	M	S	M	S	M	S	M	S	M	S	M
12. Assumes Responsibility for Termination of Camp Health Service												
12.1 Assumes responsibilities for the evaluation of camp health service with recommendation for the future												
12.2 Prepares health center for end-of-season												

TRAINING NEEDS FOR DUTIES

Directions: In the second column, (1) list the prerequisite skills and knowledge needed to perform each duty; (2) decide when the prerequisite skills and knoweldge should be acquired using one or more of the following categories: a) before being hired for the job--Pre-service, b) before campers come to camp--Pre-camp, c) while camp is in session--In-service; (3) in the appropriate column list the best method for acquiring the prerequisite skills and knowledge.

Major Responsibility and Duty Statement	Prerequisite Skills or Knowledge	Pre-Service Training	Pre-Camp Training	In-Service Training
1. Prepares Camp Health Policies and Procedures				
1.1 Reviews and/or develops job description				
1.2 Reviews and/or develops guidelines contained in the health center operations manual				
1.3 Reviews and/or develops nursing procedures manual with suggestions for adapting nursing care to camp routine and a method for adding to manual				
1.4 Reviews and/or develops a list of standing orders in conjunction with the camp doctor				
1.5 Ensures completion of cooperative agreements and legal documents for health operations				
2. Prepares Health Center				
2.1 Organize health center facilities				
2.2 Acquires health center supplies				
2.3 Acquires health center equipment				
2.4 Acquires health center medications				
2.5 Organizes supplies, equipment, and medications				

TRAINING NEEDS FOR DUTIES

Major Responsibility and Duty Statement	Prerequisite Skills or Knowledge	Pre-Service Training	Pre-Camp Training	In-Service Training
3. Assumes Responsibility for Staff Training				
3.1 Instructs staff in basic first aid procedure				
3.2 Assists in staff instructions about disability-related information, according to own experience				
3.3 Instructs staff in accident prevention				
3.4 Instructs staff in health maintenance				
4. Assumes Responsibility for Staff Health Screening				
4.1 Inspects staff health forms				
4.2 Conducts individual staff health check				
5. Assumes Responsibility for Camper Health Screening				
5.1 Conducts nursing assessment of incoming camper				
5.2 Assumes responsibility for the control of camper medication				

TRAINING NEEDS FOR DUTIES

Major Responsibility and Duty Statement	Prerequisite Skills or Knowledge	Pre-Service Training	Pre-Camp Training	In-Service Training
6. Assumes Responsibility for Camper and Staff Health Maintenance 6.1 Carries out and/or supervises routine nursing procedures needed by campers and staff 6.2 Surveys and takes appropriate action regarding the maintenance of camp health and safety standards 6.3 Maintains health center				
7. Assumes Responsibility for the Care and Treatment of Illnesses 7.1 Determines the nature of the illness 7.2 Determines the disposition of the illness 7.3 Arranges external medical care or treatment for illness 7.4 Provides nursing care for campers or staff whose illnesses are cared for in the health center				
8. Assumes Responsibility for the Care and Treatment of Injuries 8.1 Determines the nature of the injury 8.2 Determines the disposition of the injury 8.3 Arranges external medical care or treatment 8.4 Provides emergency and follow-up care for camper and staff injuries				

TRAINING NEEDS FOR DUTIES

Major Responsibility and Duty Statement	Prerequisite Skills or Knowledge	Pre-Service Training	Pre-Camp Training	In-Service Training
9. Communicates with Appropriate Staff on Health-Related Matters				
9.1 Confers with camp director on health-related matters				
9.2 Advises program staff regarding health and safety conditions in camp activities				
9.3 Confers with cabin counseling staff regarding health and safety considerations				
10. Participates in Camp Program as Required and as Time Permits				
10.1 Conducts health-related camper activities				
10.2 Participates in On-Site Camp Activities as Time and Talents Permits				
10.3 Participates in Out-of-Camp Activities as Required by Condition of Campers or as Time Permits				
11. Assumes Responsibility for Maintenance of Records and Inventory				
11.1 Maintains camp health records				
11.2 Maintains health center inventories				
11.3 Maintains camp health or medical log				

TRAINING NEEDS FOR DUTIES

Major Responsibility and Duty Statement	Prerequisite Skills or Knowledge	Pre-Service Training	Pre-Camp Training	In-Service Training
12. Assumes Responsibility for Termination of Camp Health Service				
12.1 Assumes responsibilities for the evaluation of camp health service with recommendation for the future				
12.2 Prepares health center for end-of-season				

Maintenance Supervisor

NEED FOR ADAPTATIONS - (1)
MEDICAL CLASSIFICATIONS

Directions: For each medical classification, moderate and severe, decide if the manner in which the duty is performed is different from the norm. If it is different, place an "X" in the appropriate box. If the performance of the duty is not different, leave the box blank.

Major Responsibility and Duty Statement	Neuro-Muscular Conditions		Respiratory Conditions		Cardiovascular/ Hematological Conditions		Metabolic Conditions		Orthopedic Conditions		Other Physical Conditions	
	S	M	S	M	S	M	S	M	S	M	S	M
1. Assumes Responsibility for Equipment												
1.1 Purchases equipment												
1.2 Installs and/or supervises installation of equipment												
1.3 Operates and/or supervises the operation of equipment												
1.4 Maintains and/or supervises the maintenance of equipment												
1.5 Repairs and/or supervises the repair of equipment												
2. Assumes Responsibility for Supplies												
2.1 Purchase supplies												
2.2 Manages supplies												

NEED FOR ADAPTATIONS - (1)
MEDICAL CLASSIFICATIONS

Page

Major Responsibilities and Duty Statements	Neuro-Muscular Conditions		Respiratory Conditions		Cardiovascular/ Hematological Conditions		Metabolic Conditions		Orthopedic Conditions		Other Physical Conditions	
	S	M	S	M	S	M	S	M	S	M	S	M
3. Assumes Responsibility for Vehicles												
3.1 Purchases vehicles												
3.2 Operates and/or supervises operation of camp vehicle												
3.3 Maintains and/or supervises maintenance of camp vehicle												
3.4 Repairs and/or supervises repair of camp vehicle												
3.5 Inspects and/or sueprvises safety inspection of camp vehicles												
4. Assumes Responsibility for Facilities (man-made)												
4.1 Plans and/or coordinates construction of facilities												
4.2 Constructs and/or coordinates construction of facilities												
4.3 Maintains and/or supervises maintenance of facilities												
4.4 Repairs and/or supervises repair of facilities												
4.5 Inspects facilities												

NEED FOR ADAPTATIONS - (1)
MEDICAL CLASSIFICATIONS

Page

Major Responsibility and Duty Statement	Neuro-Muscular Conditions		Respiratory Conditions		Cardiovascular/ Hematological Conditions		Metabolic Conditions		Orthopedic Conditions		Other Physical Conditions	
	S	M	S	M	S	M	S	M	S	M	S	M
5. Assumes Responsibilities for Property												
5.1 Plans and/or coordinates property purchase												
5.2 Inspects properties												
5.3 Maintain and/or supervise maintenance of properties												
6. Assumes Responsibility for Inventory and Records												
6.1 Maintains inventories												
6.2 Maintains records												
7. Assumes Responsibility for Appropriate Training												
7.1 Informs staff of maintenance procedures and schedules												
7.2 Trains staff in emergency procedures												
7.3 Trains staff in proper use of camp resources												

Maintenance Supervisor

NEED FOR ADAPTATIONS - (2)
FUNCTIONAL CLASSIFICATIONS

Directions: For each medical classification, moderate and severe, decide if the manner in which the duty is performed is different from the norm. If it is different, place an "X" in the appropriate box. If the performance of the duty is not different, leave the box blank.

Major Responsibility and Duty Statement	Mobility Limitations		Bowel/Bladder Dysfunction		Upper Limb Dysfunction		Breathing Difficulties		Communication Limitations		Other Physical Conditions	
	S	M	S	M	S	M	S	M	S	M	S	M
1. Assumes Responsibility for Equipment												
1.1 Purchases equipment												
1.2 Installs and/or supervises installation of equipment												
1.3 Operates and/or supervises the operation of equipment												
1.4 Maintains and/or supervises the maintenance of equipment												
1.5 Repairs and/or supervises the repair of equipment												
2. Assumes Responsibility for Supplies												
2.1 Purchase supplies												
2.2 Manages supplies												

NEED FOR ADAPTATIONS - (1)
MEDICAL CLASSIFICATIONS

Page

	Neuro-Muscular Conditions		Respiratory Conditions		Cardiovascular/ Hematological Conditions		Metabolic Conditions		Orthopedic Conditions		Other Physical Conditions	
Major Responsibility and Duty Statement	S	M	S	M	S	M	S	M	S	M	S	M
8. Assumes Responsibility for Program Assistance												
8.1 Devotes time to camper needs												
9. Assumes Responsibility for Maintenance Staff Supervision												
9.1 Confers with camp director on employment of maintenance staff												
9.2 Assumes responsibility in orientation and training of maintenance personnel												
9.3 Assumes responsibility of evaluation of maintenance staff												

NEED FOR ADAPTATIONS - (2)
FUNCTIONAL CLASSIFICATIONS

Page

Major Responsibilities and Duty Statements	Mobility Limitations		Bowel/Bladder Dysfunction		Upper Limb Dysfunction		Breathing Difficulties		Communication Limitations		Other Physical Conditions	
	S	M	S	M	S	M	S	M	S	M	S	M
3. Assumes Responsibility for Vehicles												
3.1 Purchases vehicles												
3.2 Operates and/or supervises operation of camp vehicle												
3.3 Maintains and/or supervises maintenance of camp vehicle												
3.4 Repairs and/or supervises repair of camp vehicle												
3.5 Inspects and/or sueprvises safety inspection of camp vehicles												
4. Assumes Responsibility for Facilities (man-made)												
4.1 Plans and/or coordinates construction of facilities												
4.2 Constructs and/or coordinates construction of facilities												
4.3 Maintains and/or supervises maintenance of facilities												
4.4 Repairs and/or supervises repair of facilities												
4.5 Inspects facilities												

NEED FOR ADAPTATIONS - (2)
FUNCTIONAL CLASSIFICATIONS

Page

Major Responsibility and Duty Statement	Mobility Limitations		Bowel/Bladder Dysfunction		Upper Limb Dysfunction		Breathing Difficulties		Communication Limitations		Other Physical Conditions	
	S	M	S	M	S	M	S	M	S	M	S	M
5. Assumes Responsibilities for Property												
5.1 Plans and/or coordinates property purchase												
5.2 Inspects properties												
5.3 Maintain and/or supervise maintenance of properties												
6. Assumes Responsibility for Inventory and Records												
6.1 Maintains inventories												
6.2 Maintains records												
7. Assumes Responsibility for Appropriate Training												
7.1 Informs staff of maintenance procedures and schedules												
7.2 Trains staff in emergency procedures												
7.3 Trains staff in proper use of camp resources												

NEED FOR ADAPTATIONS - (2)
FUNCTIONAL CLASSIFICATIONS

Page

	Mobility Limitations		Bowel/Bladder Dysfunction		Upper Limb Dysfunction		Breathing Difficulties		Communication Limitations		Other Physical Conditions	
Major Responsibility and Duty Statement	S	M	S	M	S	M	S	M	S	M	S	M
8. Assumes Responsibility for Program Assistance												
8.1 Devotes time to camper needs												
9. Assumes Responsibility for Maintenance Staff Supervision												
9.1 Confers with camp director on employment of maintenance staff												
9.2 Assumes responsibility in orientation and training of maintenance personnel												
9.3 Assumes responsibility of evaluation of maintenance staff												

Maintenance Supervisor

TRAINING NEEDS FOR MAJOR RESPONSIBILITIES

Directions: In the second column, (1) list the prerequisite skills and knowledge needed to perform each major responsibility and reflect each duty; (2) decide when the prerequisite skills and knowledge should be acquired using one or more of the following categories: a) before being hired for the job--Pre-service, b) before campers come to camp--Pre-camp, c) while camp is in session--In-service; (3) in the appropriate column list the best method for acquiring the prerequisite skills and knowledge.

Major Responsibility and Duty Statement	Prerequisite Skills or Knowledge	Pre-Service Training	Pre-Camp Training	In-Service Training
1. Assumes Responsibility for Equipment 1.1 Purchases equipment 1.2 Installs and/or supervises installation of equipment 1.3 Operates and/or supervises the operation of equipment 1.4 Maintains and/or supervises the maintenance of equipment 1.5 Repairs and/or supervises the repair of equipment				
2. Assumes Responsibility for Supplies 2.1 Purchase supplies 2.2 Manages supplies				

TRAINING NEEDS FOR DUTIES

Major Responsibilities and Duty Statements	Prerequisite Skills or Knowledge	Pre-Service Training	Pre-Camp Training	In-Service Trainin
3. Assumes Responsibility for Vehicles				
3.1 Purchases vehicles				
3.2 Operates and/or supervises operation of camp vehicle				
3.3 Maintains and/or supervises maintenance of camp vehicle				
3.4 Repairs and/or supervises repair of camp vehicle				
3.5 Inspects and/or sueprvises safety inspection of camp vehicles				
4. Assumes Responsibility for Facilities (man-made)				
4.1 Plans and/or coordinates construction of facilities				
4.2 Constructs and/or coordinates construction of facilities				
4.3 Maintains and/or supervises maintenance of facilities				
4.4 Repairs and/or supervises repair of facilities				
4.5 Inspects facilities				

TRAINING NEEDS FOR DUTIES

Major Responsibility and Duty Statement	Prerequisite Skills or Knowledge	Pre-Service Training	Pre-Camp Training	In-Service Training
5. Assumes Responsibilities for Property				
5.1 Plans and/or coordinates property purchase				
5.2 Inspects properties				
5.3 Maintain and/or supervise maintenance of properties				
6. Assumes Responsibility for Inventory and Records				
6.1 Maintains inventories				
6.2 Maintains records				
7. Assumes Responsibility for Appropriate Training				
7.1 Informs staff of maintenance procedures and schedules				
7.2 Trains staff in emergency procedures				
7.3 Trains staff in proper use of camp resources				

TRAINING NEEDS FOR DUTIES

Major Responsibility and Duty Statement	Prerequisite Skills or Knowledge	Pre-Service Training	Pre-Camp Training	In-Service Training
8. Assumes Responsibility for Program Assistance				
8.1 Devotes time to camper needs				
9. Assumes Responsibility for Maintenance Staff Supervision				
9.1 Confers with camp director on employment of maintenance staff				
9.2 Assumes responsibility in orientation and training of maintenance personnel				
9.3 Assumes responsibility of evaluation of maintenance staff				

ADDENDUM F

VALIDATORS FOR TASK OUTLINES

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ADDENDUM G

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TASK OUTLINE

Camp Director

The general administrative aim of a Camp Director is to develop, organize, manage, and supervise the personnel, physical, and fiscal resources of the camp in order to meet the objectives that have been specified. The Director is also responsible for evaluating camp effectiveness.

Major Responsibilities

1. Develops a Master Plan for All Camp Operations
2. Maintains Physical Facility and Properties
3. Coordinates Camping Services with Total Agency Operations
4. Develops and Maintains a Community Public Relations Program
5. Promotes Health and Safety of Everyone in Camp
6. Controls Business and Financial Operations
7. Provides Camping Services and Experiences to Persons with Physical Handicaps
8. Promotes Professional Development of All Camp Personnel

Maj. Res. 1. DEVELOPS A MASTER PLAN FOR ALL CAMP OPERATIONS

Duty 1.1 Develops a rationale for all camp operations

Tasks:

1.1.1 Defines population to be served
1.1.2 Identifies camper needs
1.1.3 Develops and maintains a statement of philosophy
1.1.4 Identifies goals and objectives consistent with stated philosophy
1.1.5 Ensures coordination of camp and agency philosophy

Duty 1.2 Selects camp services consistent with goals and objectives

Tasks:

1.2.1 Identifies services needed to meet goals and objectives
1.2.2 Assesses available physical, fiscal, and human resources
1.2.3 Selects appropriate services

Duty 1.3 Develops physical facility designed to implement appropriate services

Tasks:

1.3.1 Confers with agency which regulates (owns) the land on which camp is located about facility development
1.3.2 Consults with appropriate professionals regarding facility design
1.3.3 Analyzes available design options
1.3.4 Selects design appropriate to goals and objectives
1.3.5 Implements development of facility design

Duty 1.4 Designs an organizational structure to implement plan

Tasks:

1.4.1 Determines staff functions necessary to provide services
1.4.2 Develops chart for personnel organization
1.4.3 Develops job descriptions for each personnel position
1.4.4 Develops plan and policies for volunteer usage

Duty 1.5 Develops a system for business and financial operations

Tasks:

1.5.1 Develops procedures to manage property, equipment, and supplies

1.5.2 Develops procedures for maintaining and monitoring fiscal resources
1.5.3 Coordinates system with sponsoring agency

Duty 1.6 Develops a system of evaluating all camp operations

Tasks: 1.6.1 Determines areas for evaluation
1.6.2 Selects or develops methods for evaluation
1.6.3 Establishes evaluation schedule
1.6.4 Develops a system for recording and reporting evaluation results

Duty 1.7 Ensures that master plan is in compliance with all applicable legal requirements

Tasks: 1.7.1 Identifies legal requirements which regulate camp operations
1.7.2 Designs a system for compliance

Duty 1.8 Incorporates ethical practices and professional standards in master plan

Tasks: 1.8.1 Reviews and applies ethical considerations in developing camp plans
1.8.2 Reviews and applies appropriate professional standards

Maj. Res. 2. MAINTAINS PHYSICAL FACILITY AND PROPERTIES

Duty 2.1 Develops policies for selection, acquisition, and inventory control of supplies and equipment

Tasks: 2.1.1 Establishes procedures for selection of supplies and equipment
2.1.2 Establishes procedures for acquisition of supplies and equipment
2.1.3 Establishes inventory control system

Duty 2.2 Controls maintenance of facilities and equipment

Tasks: 2.2.1 Establishes procedures for periodic inspection of facilities and equipment
2.2.2 Establishes procedures for continuing maintenance and repair of facilities and equipment

2.2.3 Establishes procedures and schedule for preventative maintenance of facilities and equipment

Duty 2.3 Determines utilization of facilities and equipment with regard to appropriate use and proper care

Tasks: 2.3.1 Develops policies and procedures for utilization of facilities and equipment

Duty 2.4 Develops policies for property management and control

Maj. Res. 3. COORDINATES CAMPING SERVICES WITH TOTAL AGENCY OPERATIONS

Duty 3.1 Represents camp to agency staff and board

Tasks:
3.1.1 Attends staff and board meetings
3.1.2 Interprets camping services to staff and board of sponsoring agency

Duty 3.2 Participates in agency staff and board functions

Tasks:
3.2.1 Identifies camping services which relate to agency goals and objectives
3.2.2 Implements camping services to meet agency goals and objectives
3.2.3 Participates in agency fund raising activities

Maj. Res. 4. DEVELOPS AND MAINTAINS A COMMUNITY PUBLIC RELATIONS PROGRAM

Duty 4.1 Represents camp to public

Tasks:
4.1.1 Represents camp at meetings and public gatherings
4.1.2 Interprets camping services to public
4.1.3 Develops information releases and presentations

Maj. Res. 5. PROMOTES HEALTH AND SAFETY OF EVERYONE IN CAMP

Duty 5.1 Establishes policies and procedures concerning safety supervision

5.1.1 Ensures compliance with all legal requirements
5.1.2 Inspects facilities for risks and hazards
5.1.3 Develops and implements procedures for eliminating or avoiding hazards and minimizing risks
5.1.4 Develops procedures to be used in emergencies (weather phenomena, fire, etc.)

Duty 5.2 Establishes policies and procedures concerning health supervision

Tasks: 5.2.1 Ensures compliance with all legal requirements
5.2.2 Develops system of continuing health supervision

Maj. Res. 6. CONTROLS BUSINESS AND FINANCIAL OPERATIONS

Duty 6.1 Manages camp assets

Tasks: 6.1.1 Monitors system to manage property, equipment, and supplies
6.1.2 Arranges for adequate insurance coverage
6.1.3 Plans long-range development and/or major improvements of assets

Duty 6.2 Controls fiscal operations

Tasks: 6.2.1 Prepares budget consistent with agency fiscal policies
6.2.2 Monitors adequate financial record system or complies with agency requirements
6.2.3 Monitors income/expenditures consistent with budget
6.2.4 Prepares and delivers periodic financial reports
6.2.5 Evaluates fiscal operations periodically

Maj. Res. 7. PROVIDES CAMPING SERVICES AND EXPERIENCES TO PERSONS WITH PHYSICAL HANDICAPS

Duty 7.1 Manages camp experience for campers

Tasks: 7.1.1 Determines program structure for camper population

7.1.2 Recruits campers
7.1.3 Supervises the implementation of the program
7.1.4 Evaluates camp experience
7.1.5 Reports to camper/family/agency

Duty 7.2 Defines and coordinates staff functions to implement camp service

Tasks:
7.2.1 Determines staff responsibilities
7.2.2 Recruits staff
7.2.3 Trains staff
7.2.4 Supervises staff
7.2.5 Evaluates individual staff performance
7.2.6 Evaluates staff functions

Maj. Res. 8. PROMOTES PROFESSIONAL DEVELOPMENT OF ALL CAMP PERSONNEL

Duty 8.1 Provides guidance and direction for staff's personal and professional growth

Tasks:
8.1.1 Promotes involvement in educational activities related to camping and related disciplines
8.1.2 Involves staff in decision-making
8.1.3 Provides individual counseling with regard to career opportunities
8.1.4 Provides opportunities for increased responsibilities and advancement
8.1.5 Fosters an atmosphere conducive to constructive interpersonal relations
8.1.6 Encourages exploration of human values

Duty 8.2 Pursues own personal and professional growth

Tasks:
8.2.1 Applies camping experiences to foster increased personal awareness and professional self-improvement
8.2.2 Participates in professional organizations
8.2.3 Maintains awareness of issues related to camping

TASK OUTLINE

Program Specialist

The general aim of a Program Specialist is to be responsible for all phases of operation pertaining to a particular program such as arts and crafts and waterfront activities so that safety and maximum utilization of program area is obtained. Responsibilities include: developing the program, ordering supplies, maintaining areas and equipment, instructing and supervising staff and campers, scheduling and coordinating activities and special events, preparing reports and inventories, and evaluating.

Major Responsibilities

1. Assesses Key Factors Affecting Program Design
2. Plans Program for Specialty Area
3. Implements Program in Specialty Area
4. Provides a Milieu for Optimum Camper Participation
5. Evaluates Camper and Program

Maj. Res. 1. ASSESSES KEY FACTORS AFFECTING PROGRAM DESIGN

Duty 1.1 Assesses physical resources in terms of program potential

Tasks:
- 1.1.1 Assesses facility to determine program limitations and possibilities
- 1.1.2 Surveys camp site and local area for possible alternate activity sites
- 1.1.3 Identifies potential safety hazards in programming areas

Duty 1.2 Assesses program resources

Tasks:
- 1.2.1 Reviews budgetary allowance
- 1.2.2 Inventories existing supplies and equipment
- 1.2.3 Evaluates suitability of supplies and equipment for programming
- 1.2.4 Confers with program director about potential community-based resources

Duty 1.3 Assesses potential of assigned staff to assist in program

Tasks:
- 1.3.1 Reviews information about skills of subordinate staff provided by camp director or program director
- 1.3.2 Talks with subordinate staff to determine interests and experience
- 1.3.3 Observes and/or tests (if applicable to program area) specific competencies of subordinate staff
- 1.3.4 Provides feedback to staff concerning the assessment
- 1.3.5 Initiates or recommends activities to staff to improve competency

Duty 1.4 Assesses campers in areas directly related to specialty area

Tasks:
- 1.4.1 Reviews information about campers which has been provided by camp director or program director
- 1.4.2 Talks with camper to ascertain activities which they are interested in pursuing
- 1.4.3 Observes and/or determines level of skills of camper applicable to program area

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1.4.4 Records information gathered from talks, tests, and observations which should be considered in the program plan

Duty 1.5 Reviews established policies and procedures to guida program development for specialty area

Tasks:
- 1.5.1 Reviews camp philosophy and goals
- 1.5.2 Reviews rules and regulations
- 1.5.3 Reviews general camp operating procedures
- 1.5.4 Reviews operating procedures established for program area

Maj. Res. 2. PLANS PROGRAM FOR SPECIALTY AREA

Duty 2.1 Develops an overall program plan for specialty area

Tasks:
- 2.1.1 Outlines program content of instructional and recreational activities
- 2.1.2 Selects activity options which will be offered
- 2.1.3 Plans alternate activities for unforseen or special conditions
- 2.1.4 Defines time, space, and resource requirements for program
- 2.1.5 Asks other staff for their opinions and activity suggestions
- 2.1.6 Fills out appropriate planning forms
- 2.1.7 Submits plan to designated staff member for approval
- 2.1.8 Develops a calendar of events

Duty 2.2 Prepares for implementation of overall program plan

Tasks:
- 2.2.1 Assists camp director or program director in orientation of staff to specialty area
- 2.2.2 Develops a library of books, artifacts, and resources relating to specialty area
- 2.2.3 Instructs staff on the use and care of program equipment
- 2.2.4 Delegates general duties to subordinate staff
- 2.2.5 Posts schedule of events
- 2.2.6 Organizes work and storage areas

Duty 2.3 Cooperates with other staff in the development of individual program plans for each camper

Tasks:
2.3.1 Assimilates assessment information on campers
2.3.2 Participates in camp staff meeting to formulate goals and objectives for individual campers
2.3.3 Selects activity options in program specialty to be offered each camper which are consistent with overall goals and objectives and assessment information
2.3.4 Determines adaptations needed
2.3.5 Assigns subordinate staff to work with individual campers
2.3.6 Records plans for individual campers

Maj. Res. 3. IMPLEMENTS PROGRAM IN SPECIALTY AREA

Duty 3.1 Prepares area and facility for program

Tasks:
3.1.1 Organizes work area
3.1.2 Tests to ensure that equipment is in workable condition
3.1.3 Sets up or supervises placement of equipment

Duty 3.2 Completes appropriate forms and requisitions supplies

Tasks:
3.2.1 Requisitions needed supplies and equipment
3.2.2 Fills out transportation request forms
3.2.3 Completes appropriate maintenance request forms
3.2.4 Completes all other forms designated by camp administration

Duty 3.3 Conducts activities

Tasks:
3.3.1 Explains rules and regulations for program area
3.3.2 Demonstrates use and care of materials and equipment
3.3.3 States directions for activity
3.3.4 Distributes materials
3.3.5 Leads activity
3.3.6 Supervises assistants during activity
3.3.7 Teaches new skills to campers
3.3.8 Participates in the activity

Duty 3.4 Conducts follow-up of activities

Tasks: 3.4.1 Puts away or supervises storage of equipment, materials, and supplies when not in use
3.4.2 Directs clean-up activities
3.4.3 Records camper reactions to activity and progress made

Duty 3.5 Closes program area at the end of the season

Tasks: 3.5.1 Inventories equipment and supplies
3.5.2 Stores equipment and supplies
3.5.3 Returns equipment and supplies which belong elsewhere
3.5.4 Disposes of perishable and non-repairable items
3.5.5 Prepares facility and area for off-season
3.5.6 Reports inventory and condition of facility and equipment to designated person

Maj. Res. 4. PROVIDES A MILIEU FOR OPTIMUM CAMPER PARTICIPATION

Duty 4.1 Provides a healthy environment for campers

Tasks: 4.1.1 Observes campers carefully for signs of fatigue
4.1.2 Informs campers of unhealthy conditions to avoid (poison ivy, etc.)
4.1.3 Reports ill campers to designated staff member immediately

Duty 4.2 Supervises safety of campers

Tasks: 4.2.1 Provides adequate supervision of campers at all times
4.2.2 Informs campers of safety rules and regulations
4.2.3 Provides emergency first aid for injured campers
4.2.4 Enforces safety rules and regulations
4.2.5 Monitors safety level of program area and equipment used by campers
4.2.6 Takes emergency action when campers are endangered
4.2.7 Reports accidents immediately to appropriate staff member

Duty 4.3 Manages camper behavior problems

Tasks:
4.3.1 Responds appropriately to undesirable camper behavior
4.3.2 Reinforces appropriate camper behavior
4.3.3 Explains to campers consequences of their inappropriate actions
4.3.4 Explains to campers benefits of their appropriate behavior
4.3.5 Obtains needed support and assistance for handling special behavior problems
4.3.6 Enforces rules regarding camper conduct
4.3.7 Mediates conflicts between campers
4.3.8 Administers punishment as specified in rules and regulations when necessary
4.3.9 Handles behavior problems on an individual basis

Duty 4.4 Motivates campers to be more self-directive and to use their special talents and abilities

Tasks:
4.4.1 Allows campers to express and act on likes and dislikes
4.4.2 Assigns individual responsibilities to campers related to using their special abilities
4.4.3 Provides opportunities for campers to make, act on, and evaluate their own decisions
4.4.4 Develops displays of camper products
4.4.5 Arranges for the demonstration of camper's talents
4.4.6 Encourages campers to try new activities
4.4.7 Priases campers for personal efforts and achievements

Duty 4.5 Promotes social interactions

Tasks:
4.5.1 Encourages campers to communicate with other campers
4.5.2 Encourages campers to communicate with staff
4.5.3 Encourages campers to be good listeners
4.5.4 Provides experiences for socializing
4.5.5 Encourages group decision-making
4.5.6 Provides feedback on group decisions and actions

Duty 4.6 Motivates camper to participate fully in the program

Tasks:
4.6.1 Assists campers in selecting personal goals

4.6.2 Encourages friendly competition between camper groups
4.6.3 Employs incentive system with camper unit
4.6.4 Provides a schedule of coming events
4.6.5 Discusses program goals and upcoming activities with campers
4.6.6 Involves campers in planning, implementing and evaluation of activities

Duty 4.7 Sets proper example for campers and subordinate staff to follow

Tasks: 4.7.1 Maintains good personal appearance, health, and physical fitness
4.7.2 Expresses prejudicial-free attitudes
4.7.3 Expresses positive attitude toward activities
4.7.4 Follows camp rules and regulations
4.7.5 Uses proper language and manners
4.7.6 Participates in camp functions as time permits

Duty 4.8 Cooperates with other staff

Tasks: 4.8.1 Meets with camp staff to discuss duties, responsibilities, and program
4.8.2 Cooperates with other staff in the planning and implementation of camp-wide events
4.8.3 Assumes other responsibilities as assigned (counselor assistant, night duty, kitchen duty, etc.)
4.8.4 Trains and supervises assistant staff
4.8.5 Executes directives of supervisors

Maj. Res. 5. EVALUATES CAMPERS AND PROGRAM

Duty 5.1 Evaluates impact of program in specialty area on campers

Tasks: 5.1.1 Reviews goals and objectives for individual campers
5.1.2 Reviews information recorded on camper progress and problems during activities
5.1.3 Administers achievement tests if applicable to program area (swimming, archery, riflery)

5.1.4 Compiles information gathered
5.1.5 Determines level of achievement toward goals and objectives
5.1.6 Records or relays evaluative information in the designated manner
5.1.7 Records or relays recommendations for changes in individualized program plan in the designated manner

Duty 5.2 Evaluates program in specialty area

Tasks:
5.2.1 Evaluates specific activities
5.2.2 Evaluates total program content
5.2.3 Evaluates utilization of resources
5.2.4 Evaluates staff adequacy (number and performance)
5.2.5 Evaluates program operating procedures
5.2.6 Submits written report on program evaluations
5.2.7 Makes recommendations for improvement of program to designated person

Duty 5.3 Conducts self-evaluation

Tasks:
5.3.1 Evaluates personal growth in activity and programming skills
5.3.2 Evaluates personal growth in interpersonal skills
5.3.3 Evaluates personal growth in attitudes
5.3.4 Identifies future training needs
5.3.5 Accepts evaluation of others to improve performance and attitude

Duty 5.4 Participates in evaluation of total program

Tasks:
5.4.1 Participates in team meetings to evaluate combined effect of program components
5.4.2 Assists in evaluation of program operations (communications, coordination, staffing, resource availability, etc.)

TASK OUTLINE

Camp Counselor

The general aim of a Camp Counselor is to plan and supervise camping experiences for an assigned group of campers, under the direction and supervision of specified administrative or program staff, and to do related work as required such as maintain a pleasant, clean, and safe environment; be responsible for campers' personal needs, conduct, and safety; prepare reports and inventories; and work cooperatively with all camp staff to enhance the overall camping experience.

Major Responsibilities

1. Assesses Key Factors Affecting Program Responsibilities
2. Plans Program
3. Implements Unit Program
4. Provides Milieu for Optimum Camper Participation in Camp Life
5. Evaluates Camper and Program

Maj. Res. 1. ASSESSES KEY FACTORS AFFECTING PROGRAM RESPONSIBILITIES

Duty 1.1 Reviews established policies and procedures which apply to responsibilities

Tasks:
1.1.1 Reviews camp goals and objectives
1.1.2 Reviews rules and regulations
1.1.3 Reviews general and emergency operating procedures

Duty 1.2 Identifies available camp resources

Tasks:
1.2.1 Identifies camp and facilities areas
1.2.2 Inventories cabin equipment and supplies
1.2.3 Reports condition of equipment and supplies to proper staff person

Duty 1.3 Assesses camper needs

Tasks:
1.3.1 Reviews camper information provided by supervisory staff
1.3.2 Talks with camper's parents to learn more about campers in unit
1.3.3 Talks with campers to learn more about their interests, values, expectations, fears, etc.
1.3.4 Observes campers as they interact with others and participate in activities
1.3.5 Records pertinent information from conversations and observations

Maj. Res. 2. PLANS PROGRAM

Duty 2.1 Develops plan for unit program

Tasks:
2.1.1 Participates in staff meeting to develop objectives for individual campers
2.1.2 Develops objectives for unit program compatible with overall camp objectives and individual camper objectives
2.1.3 Determines activities which will be offered in unit program during allotted time for non-specified unit activities

Duty 2.2 Communicates with staff and unit counselors about program planning

Tasks: 2.2.1 Discusses program planning with other staff (problems, adaptation techniques, activity ideas)
2.2.2 Submits unit program plan to designated staff member for approval
2.2.3 Involves subordinate staff in group planning
2.2.4 Delegates preparatory tasks to campers and subordinate staff

Duty 2.3 Plans ahead for all activities (Prepares)

Tasks: 2.3.1 Arranges with designated staff member for use of special facilities, equipment, and supplies
2.3.2 Obtains necessary equipment and supplies
2.3.3 Identifies and reports obstacles affecting unit program plans (malfunctioning equipment, schedule conflicts)

Maj. Res. 3. IMPLEMENTS UNIT PROGRAM

Duty 3.1 Orients camper to camp life

Tasks: 3.1.1 Provides camper with tour of physical facility
3.1.2 Acquaints camper with overall camp routine and activities
3.1.3 Acquaints camper with specific activities of unit program
3.1.4 Assigns camper responsibilities and sleeping facilities
3.1.5 Informs campers of general rules and regulations
3.1.6 Introduces campers to peers and staff
3.1.7 Relates camp history and traditions to campers
3.1.8 Explains own duties as counselor to campers

Duty 3.2 Assists campers in housekeeping activities

Tasks: 3.2.1 Organizes efficient housekeeping procedures for campers to follow
3.2.2 Delegates specific housekeeping responsibilities to each camper

3.2.3 Encourages camper to handle own housekeeping needs and problems
3.2.4 Assists campers with different housekeeping chores
3.2.5 Monitors campers' housekeeping performance
3.2.6 Discusses with campers care and respect for personal belongings

Duty 3.3 Employs appropriate leadership techniques

Tasks: 3.3.1 Instructs campers in various skill areas (nature crafts, ADL, swimming, music/drama, athletics)
3.3.2 Leads group activities (games, discussions, singing)
3.3.3 Leads individual activities
3.3.4 Carries out intended programs for individuals and groups
3.3.5 Teaches skills in a progressive sequence

Duty 3.4 Adjusts activities to meet special needs of campers

Tasks: 3.4.1 Provides appropriate activities when program schedule is changed
3.4.2 Directs activities that provide success for campers with varying levels and types of physical disabilities
3.4.3 Provides physical assistance to campers who need extra help to participate in activities

Duty 3.5 Assists in closing camp at the end of the season

Tasks: 3.5.1 Inventories unit equipment and supplies
3.5.2 Follows instructions on storage, return, and disposal of equipment and supplies in unit
3.5.3 Prepares cabin for closing
3.5.4 Reports condition of equipment and facility to designated person
3.5.5 Assists in other assigned areas with closing tasks

Maj. Res. 4. PROVIDES MILIEU FOR OPTIMUM CAMPER PARTICIPATION IN CAMP LIFE

Duty 4.1 Provides a healthy environment for campers

Tasks: 4.1.1 Inspects campers daily for illness and injuries
4.1.2 Directs campers to wear clothing appropriate for varying activities and weather conditions
4.1.3 Encourages proper eating and rest habits
4.1.4 Supports nurse in monitoring medications and special medical needs
4.1.5 Employs appropriate measures to prevent sickness and injury
4.1.6 Discusses proper health standards with campers
4.1.7 Reports real and suspected injuries and illnesses to camp nurse

Duty 4.2 Supervises safety of campers

Tasks: 4.2.1 Provides adequate supervision of campers at all times
4.2.2 Informs camper of safety rules and regulations
4.2.3 Provides emergency first aid for injured campers
4.2.4 Enforces safety rules and regulations
4.2.5 Monitors safety level of camp area and equipment used by own campers
4.2.6 Takes necessary emergency action when campers are endangered
4.2.7 Reports accidents immediately to appropriate authority
4.2.8 Instructs campers in appropriate safety procedures, i.e., emergencies, fire drills, seizures

Duty 4.3 Supports campers emotionally

Tasks: 4.3.1 Removes extremely upset camper from peers
4.3.2 Individually counsels camper
4.3.3 Counsels group regarding individual problems
4.3.4 Assists homesick campers
4.3.5 Recognizes need for additional staff assistance

Duty 4.4 Manages camper behavior problems

Tasks: 4.4.1 Responds appropriately to undesirable camper behavior
4.4.2 Explains to camper consequences of their inappropriate actions

4.4.3 Reinforces appropriate camper behavior
4.4.4 Communicates to campers benefits of their appropriate behavior
4.4.5 Obtains needed support and assistance for handling special behavior problems
4.4.6 Refers campers with special problems to higher authority
4.4.7 Enforces rules regarding camper conduct
4.4.8 Mediates conflict(s) between campers
4.4.9 Administers punishment as specified in rules and regulations when necessary
4.4.10 Handles behavior problems on an individual basis

Duty 4.5 Assists camper to be more self-directive

Tasks:
4.5.1 Allows campers to express and act on likes and dislikes
4.5.2 Helps camper to recognize own abilities
4.5.3 Assigns individual responsibilities to campers
4.5.4 Discusses individual responsibilities with campers
4.5.5 Provides opportunities for campers to make, act on, and evaluate their own decisions

Duty 4.6 Motivates camper to participate fully in the program

Tasks:
4.6.1 Assists campers in selecting personal goals
4.6.2 Encourages friendly competition between living unit groups
4.6.3 Employs incentive system with camper unit
4.6.4 Provides a schedule of coming events
4.6.5 Assigns special tasks to campers related to using their special abilities
4.6.6 Encourages campers to try new activities
4.6.7 Discusses program goals and upcoming activities with campers
4.6.8 Praises campers for personal efforts and achievements
4.6.9 Involves campers in planning, goal setting, and evaluation for unit program

Duty 4.7 Promotes social interactions, i.e., camper/camper and camper/staff

Tasks:
- 4.7.1 Encourages campers to communicate with other campers
- 4.7.2 Encourages camper to communicate with staff
- 4.7.3 Encourages campers to be good listeners
- 4.7.4 Provides opportunities for socialization
- 4.7.5 Promotes group decision making

Duty 4.8 Sets proper example for campers and subordinate staff to follow

Tasks:
- 4.8.1 Maintains good personal appearance, health, and physical fitness
- 4.8.2 Expresses prejudicial-free attitudes
- 4.8.3 Expresses positive attitude toward activities
- 4.8.4 Follows camp rules and regulations
- 4.8.5 Uses proper language and manners
- 4.8.6 Participates in all camp functions

Duty 4.9 Cooperates with other staff

Tasks:
- 4.9.1 Meets with camp staff to discuss own duties and responsibilities
- 4.9.2 Plans and conducts camp-wide events with other staff
- 4.9.3 Assists program specialists (works under their supervision)
- 4.9.4 Assumes responsibilities of counselors who are absent
- 4.9.5 Combines program units for special events
- 4.9.6 Participates in pre- and post-camp responsibilities
- 4.9.7 Assumes special duty assignments (night duty, kitchen duty, and other)
- 4.9.8 Trains and supervises assistant personnel (junior counselors, aides, volunteers)
- 4.9.9 Reinforces other staff in their performance
- 4.9.10 Executes directives of supervisors

Maj. Res. 5. EVALUATES CAMPER AND PROGRAM

Duty 5.1 Evaluates camper

Tasks: 5.1.1 Records data from observations of campers in various activities

5.1.2 Evaluates camper progress and problems using methods and forms specified by camp authority

5.1.3 Prepares camper progress reports

5.1.4 Prepares summative reports for staff and parents at end of program

5.1.5 Works with other staff regarding progress and problems of campers

Duty 5.2 Evaluates camp program

Tasks: 5.2.1 Provides for ongoing input from subordinate staff and campers

5.2.2 Utilizes feedback from campers and staff to modify activities in unit program

5.2.3 Relays feedback from campers and staff to program specialists and other staff

5.2.4 Evaluates camp-wide events with other staff

5.2.5 Assists in evaluation of overall camp program

5.2.6 Writes ongoing and final reports on camp and unit program as assigned

Duty 5.3 Conducts self-evaluation

Tasks: 5.3.1 Evaluates personal growth in activity skills

5.3.2 Evaluates personal growth in interpersonal skills

5.3.3 Evaluates personal growth in attitude, i.e., campers, own ability, staff

5.3.4 Identifies individual future training needs

5.3.5 Accepts evaluation of others to improve performance and attitude

TASK OUTLINE

Camp Nurse

The general aim of the Camp Nurse is to provide health services essential to the camp operation.

Major Responsibilities

1. Prepares Camp Health Policies and Procedures
2. Prepares Health Center
3. Trains Staff Regarding Health Matters
4. Screens Health Status of Campers and Staff
5. Supervises Health Maintenance of Campers and Staff
6. Cares for and Treats Illnesses
7. Cares for and Treats Injuries
8. Communicates with Appropriate Staff on Health-Related Matters
9. Participates in Camp Program as Required and as Time Permits
10. Maintains Health Center Records and Inventories
11. Closes Health Center and Evaluates Health Services at the End of the Season
12. Participates in Professional Development Activities

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Maj. Res. 1. PREPARES CAMP HEALTH POLICIES AND PROCEDURES

Duty 1.1 Reviews and/or develops job description

Tasks:
- 1.1.1 Reads previous job description, if any
- 1.1.2 Clarifies responsibilities with camp director and camp doctor
- 1.1.3 Makes recommendations for changes

Duty 1.2 Reviews and/or develops guidelines contained in the health center operations manual

Tasks:
- 1.2.1 Confers with camp director about campers and staff health records obtained and devises new ones as necessary
- 1.2.2 Establishes a method for recording routine medications that is consistent with standards and state law, but is least time consuming
- 1.2.3 Establishes procedure and schedule for sick call and procedures for reaching the nurse when not in infirmary
- 1.2.4 Identifies most direct route to hospital from camp

Duty 1.3 Reviews and/or develops nursing procedures manual

Tasks:
- 1.3.1 Reads manual, if any
- 1.3.2 Revises manual, when appropriate

Duty 1.4 Reviews and/or develops a list of standing orders in conjunction with the camp doctor

Tasks:
- 1.4.1 Reads last season's standing orders, if any
- 1.4.2 Revises and updates standing orders as necessary
- 1.4.3 Confers with camp doctor about standing orders
- 1.4.4 Ensures that standing orders are consistent with applicable camp standards and state law
- 1.4.5 Has standing orders signed by camp doctor
- 1.4.6 Posts standing orders
- 1.4.7 Ensures that standing orders apply to all possible camp populations--adult, children, special conditions--and makes adjustments as necessary (such as separate lists for separate groups)

Duty 1.5 Reviews and/or arranges for cooperative agreements and legal documents for health operations as designated by camp administration

Tasks:
- 1.5.1 Reviews or arranges for contract with camp doctor(s) in cooperation with camp director
- 1.5.2 Reviews or arranges for contract with local hospital in cooperation with camp director

Maj. Res. 2. PREPARES HEALTH CENTER

Duty 2.1 Organizes health center facilities

Tasks:
- 2.1.1 Arranges and makes up beds
- 2.1.2 Posts emergency telephone numbers by the telephone

Duty 2.2 Acquires health center supplies

Tasks:
- 2.2.1 Checks end-of-season inventory
- 2.2.2 Refers to master list of supplies and revises as needed
- 2.2.3 Prepares orders for supplies for current season

Duty 2.3 Acquires health center equipment

Tasks:
- 2.3.1 Checks inventory of equipment
- 2.3.2 Checks operation of equipment
- 2.3.3 Notes needed equipment not on hand
- 2.3.4 Confers with camp director about purchase of new equipment
- 2.3.5 Orders new equipment as needed

Duty 2.4 Acquires health center medications

Tasks:
- 2.4.1 Checks inventory of medications
- 2.4.2 Disposes of all out dated or questionable medication
- 2.4.3 Notes medications in standing orders that are not on hand
- 2.4.4 Orders needed medications

Duty 2.5 Organizes supplies, equipment, and medications

Tasks:
- 2.5.1 Stores supplies, equipment, and medications
- 2.5.2 Keeps drugs and other dangerous items (syringes, needles) under lock

2.5.3 Refrigerates appropriate items
2.5.4 Prepares first aid kits

Maj. Res. 3. TRAINS STAFF REGARDING HEALTH MATTERS

Duty 3.1 Instructs staff in basic first aid procedures

Tasks:
3.1.1 Instructs staff on general procedures to follow when giving first aid
3.1.2 Instructs staff in emergency resuscitation techniques
3.1.3 Instructs staff in emergency care of bleeding, lacerations, abrasions, and burns
3.1.4 Instructs staff in prevention and care of athletes foot
3.1.5 Instructs staff in prevention and care of ticks, lice, snake bites, insect bites
3.1.6 Instructs staff on managing a camper during and after a seizure
3.1.7 Trains staff in use of first aid kits

Duty 3.2 Cooperates with professional staff in providing instructions about disability-related information

Tasks:
3.2.1 Assists in instruction of staff in Activities of Daily Living skills and toileting schedule
3.2.2 Assists in instruction of staff in basic body mechanics
3.2.3 Assists in instruction of staff in making pertinent observations of camper's conditions according to disability
3.2.4 Trains staff in specialized care of disabilities, if applicable to camper population (asthmatic campers--breathing exercises)

Duty 3.3 Instructs staff in prevention of accidents and health-related problems

Tasks:
3.3.1 Instructs staff in prevention of sunburn
3.3.2 Instructs staff in prevention of poisoning
3.3.3 Instructs staff in precautions to take in preventing falls
3.3.4 Instructs staff in prevention of cuts, abrasions, and pressure sores

3.3.5 Instructs staff in prevention of insulin reaction
3.3.6 Instructs staff in identification of environmental safety hazards
3.3.7 Instructs staff in importance of noting early signs of disease

Duty 3.4 Instructs staff in health maintenance

Tasks: 3.4.1 Instructs staff in importance of proper nutrition
3.4.2 Instructs staff in importance of getting adequate rest
3.4.3 Instructs staff in importance of personal hygiene

Maj. Res. 4. SCREENS HEALTH STATUS OF CAMPERS AND STAFF

Duty 4.1 Screens all staff for personal health upon arrival in camp

Tasks: 4.1.1 Reviews medical history
4.1.2 Reviews physical examination reports
4.1.3 Assesses current health status and notes any disabilities or pertinent conditions
4.1.4 Communicates staff health problems to proper personnel
4.1.5 Assists with physical examination when performed at camp

Duty 4.2 Conducts nursing assessment of incoming campers and prepares for medication control

Tasks: 4.2.1 Reviews medical forms
4.2.2 Talks with camper's family
4.2.3 Assesses current health status of camper
4.2.4 Collects campers' medicines as they check in
4.2.5 Counts controlled medicines and makes out medicine cards
4.2.6 Checks medicines brought to camp to see if they are properly labeled
4.2.7 Labels unlabeled medicines brought to camp
4.2.8 Compares medicines brought to camp with medicines listed on medical form
4.2.9 Obtains a medical release from parents for care of campers in case of emergency

4.2.10 Notes when medications last given and when due again

Maj. Res. 5. SUPERVISES HEALTH MAINTENANCE OF CAMPERS AND STAFF

Duty 5.1 Carries out and/or supervises routine nursing procedures needed by campers and staff

Tasks:
5.1.1 Carries out and/or supervises routine treatments needed by campers or staff
5.1.2 Makes daily nursing rounds of campers
5.1.3 Follows policies and procedures for administering all prescribed medications to campers and staff
5.1.4 Advises campers and staff about personal health maintenance

Duty 5.2 Surveys and takes appropriate action regarding the maintenance of camp health and safety standards

Tasks:
5.2.1 Surveys and takes appropriate action regarding the maintenance of health and safety standards in living quarters
5.2.2 Surveys and takes appropriate action regarding the maintenance of health and safety standards in food service areas
5.2.3 Surveys and takes appropriate action regarding the maintenance of health and safety standards in program areas

Duty 5.3 Maintains health center

Tasks:
5.3.1 Cleans and/or supervises the cleaning of the health center
5.3.2 Disinfects and sterilizes items when appropriate
5.3.3 Submits maintenance requests for health center and equipment repairs

Maj. Res. 6. CARES FOR AND TREATS ILLNESSES

Duty 6.1 Determines the nature of the illness

Tasks:
6.1.1 Notes signs, symptoms, and history of the illness
6.1.2 Conducts a physical assessment
6.1.3 Confers with family and/or doctor, if necessary

Duty 6.2 Determines the disposition of the illness

Tasks:
- 6.2.1 Provides urgent emergency care
- 6.2.2 Determines action to be taken for care of patient
- 6.2.3 Advises appropriate person(s) of action to be taken in regard to patient

Duty 6.3 Arranges external medical care or treatment for illness

Tasks:
- 6.3.1 Arranges safe transportation to medical facility following established policies and procedures
- 6.3.2 Makes arrangements to have camper's family pick up the camper when appropriate
- 6.3.3 Contacts medical facilities and makes arrangements for admission

Duty 6.4 Provides nursing care for campers or staff whose illnesses are cared for in the health center

Tasks:
- 6.4.1 Administers PRN medications according to standing orders
- 6.4.2 Administers treatments according to standing orders
- 6.4.3 Initiates physical and emotional comfort measures
- 6.4.4 Carries out specific medical orders
- 6.4.5 Monitors patients' conditions

Maj. Res. 7. CARES FOR AND TREATS INJURIES

Duty 7.1 Determines the nature of the injury

Tasks:
- 7.1.1 Notes signs, symptoms, and history of the injury
- 7.1.2 Conducts a physical assessment
- 7.1.3 Confers with family, appropriate camp staff, and/or camp doctor, if necessary

Duty 7.2 Determines the disposition of the injury

Tasks:
- 7.2.1 Provides urgent first aid and emergency care
- 7.2.2 Determines action to be taken for care of injury

Duty 7.3 Arranges external medical care or treatment

Tasks:
7.3.1 Arranges safe transportation to medical facility according to established policies and procedures
7.3.2 Contacts medical facility and makes arrangements for care

Duty 7.4 Provides emergency and follow-up care for camper and staff injuries

Tasks:
7.4.1 Treats minor injuries according to the standing orders
7.4.2 Instructs victim in prevention of injury in future
7.4.3 Instructs victim to return for further care if necessary
7.4.4 Carries out medical orders for follow-up care

Maj. Res. 8. COMMUNICATES WITH APPROPRIATE STAFF ON HEALTH-RELATED MATTERS

Duty 8.1 Confers with camp director on health-related matters

Tasks:
8.1.1 Suggests improvements in health services to camp director
8.1.2 Advises the camp director about unsafe or unhealthy conditions in the camp
8.1.3 Advises the camp director which campers are ill enough to be sent home
8.1.4 Reports all health center admissions to camp director
8.1.5 Reports all serious illnesses or injuries receiving external care to camp director

Duty 8.2 Advises program staff regarding health and safety conditions in camp activities

Tasks:
8.2.1 Cooperates with program staff in determining specific activities campers can participate in
8.2.2 Advises program staff as to safety of out-of-camp activities
8.2.3 Confers with program staff in regard to scheduling of special events

Duty 8.3 Confers with cabin counseling staff regarding special conditions of individual campers and special precautions necessary

Tasks: 8.3.1 Advises counselors about special camper exercises required
8.3.2 Advises counselors of special medications and/or treatments needed by campers
8.3.3 Seeks information about special needs of campers from counselor
8.3.4 Advises counselors about special equipment camper uses

Duty 8.4 Confers with food service personnel regarding special diet considerations

Tasks: 8.4.1 Confers with cook about adjustments necessary for campers with food allergies or special diets
8.4.2 Confers with cook about diet for sick campers or staff

Duty 8.5 Confers with other camp staff as appropriate

Maj. Res. 9. PARTICIPATES IN CAMP PROGRAM AS REQUIRED AND AS TIME PERMITS

Duty 9.1 Conducts health-related camper activities

Tasks: 9.1.1 Presents first aid classes if requested
9.1.2 Presents small group health education classes if requested

Duty 9.2 Participates in on-site camp activities as time and talents permit

Tasks: 9.2.1 Participates in special events
9.2.2 Participates in evening programs
9.2.3 Participates in daily activities

Duty 9.3 Participates in out-of-camp activities as required by conditions of campers or as time permits

Tasks: 9.3.1 Participates in field trips
9.3.2 Participates in overnight camping

Maj. Res. 10. MAINTAINS HEALTH CENTER RECORDS AND INVENTORIES

Duty 10.1 Maintains camp health records

Tasks:
- 10.1.1 Reports health status, health care provided, and recommendations for individuals requiring follow-up
- 10.1.2 Fills out any special reports required by law or camp standards (accident reports, insurance forms, etc.)
- 10.1.3 Maintains record of loan of equipment or supplies
- 10.1.4 Maintains nurse's notes pertaining to patient care

Duty 10.2 Maintains health center inventories

Tasks:
- 10.2.1 Maintains inventory of medical supplies
- 10.2.2 Maintains inventory of medical equipment
- 10.2.3 Maintains inventory of medicines

Duty 10.3 Maintains camp health or medical log

Tasks:
- 10.3.1 Records in a bound book with printed, numbered pages, each line of which is to be filled in, in ink, according to the date and time
- 10.3.2 Records routine medications in a manner consistent with standards and state laws
- 10.3.3 Records PRN medications given
- 10.3.4 Records treatments given according to standing orders
- 10.3.5 Records all visits to health center

Maj. Res. 11. CLOSES HEALTH CENTER AND EVALUATES HEALTH SERVICES AT THE END OF THE SEASON

Duty 11.1 Evaluates camp health service with recommendations for the future

Tasks:
- 11.1.1 Evaluates camp health policies and procedures
- 11.1.2 Evaluates health center operation
- 11.1.3 Contributes to evaluation of staff training program
- 11.1.4 Evaluates camper/staff health screening process

11.1.5 Evaluates performance of health staff
11.1.6 Makes oral and/or written recommendations for change through correct channels

Duty 11.2 Closes health center for end-of-season

Tasks:
11.2.1 Stores medical equipment
11.2.2 Stores medical supplies
11.2.3 Stores and/or disposes of medicines

Maj. Res. 12. PARTICIPATES IN PROFESSIONAL DEVELOPMENT ACTIVITIES

Duty 12.1 Participates in on-going research

Tasks:
12.1.1 Aids in data collection for on-going research
12.1.2 Keeps accurate records

Duty 12.2 Participates in on-going nurses training

Tasks:
12.2.1 Cooperates in providing nurses with continuing education opportunities
12.2.2 Assists in instruction of student nurses
12.2.3 Supervises clinical practice
12.2.4 Participates in continuing education programs

TASK OUTLINE

Maintenance Supervisor

The general aim of the Maintenance Supervisor is to provide general maintenance and repair services essential to the efficient and effective day to day camp operation.

Major Responsibilities

1. Secures and Keeps Maintenance and Housekeeping Equipment Operational
2. Maintains Housekeeping and Maintenance Supplies
3. Provides for Vehicle Operation and Maintenance
4. Maintains and Improves Man-Made Facilities
5. Cares for Camp Property
6. Keeps Inventories and Records
7. Provides Program Assistance
8. Manages Maintenance and Housekeeping Staff

Maj. Res. 1. SECURES AND KEEPS MAINTENANCE AND HOUSEKEEPING EQUIPMENT OPERATIONAL

Duty 1.1 Recommends purchase of maintenance and housekeeping equipment

Tasks:
- 1.1.1 Determines maintenance and housekeeping equipment needs
- 1.1.2 Confers with camp director on equipment purchases
- 1.1.3 Identifies equipment sources
- 1.1.4 Selects equipment to be recommended for purchase
- 1.1.5 Requisitions equipment

Duty 1.2 Installs and/or supervises installation of mechanical, electrical, and plumbing equipment

Duty 1.3 Operates and/or supervises the operation of mechanical, electrical, and plumbing equipment

Duty 1.4 Maintains and/or supervises the maintenance of mechanical, electrical, and plumbing equipment

Tasks:
- 1.4.1 Determines preventative maintenance requirements on each item of equipment
- 1.4.2 Schedules preventative maintenance activities
- 1.4.3 Performs or supervises preventative maintenance activities

Duty 1.5 Repairs and/or supervises the repair of mechanical, electrical, and plumbing equipment

Maj. Res. 2. MAINTAINS HOUSEKEEPING AND MAINTENANCE SUPPLIES

Duty 2.1 Purchases maintenance and housekeeping supplies

Tasks:
- 2.1.1 Determines need for housekeeping and maintenance supplies
- 2.1.2 Secures clearance for purchase of supplies from camp director
- 2.1.3 Acquires supplies, as approved by camp director

Duty 2.2 Manages housekeeping and maintenance supplies

Tasks: 2.2.1 Records supply deliveries
2.2.2 Stores supplies
2.2.3 Distributes supplies

Maj. Res. 3. PROVIDES FOR VEHICLE OPERATION AND MAINTENANCE

Duty 3.1 Recommends purchases of maintenance vehicles

Tasks: 3.1.1 Determines camp maintenance vehicle needs
3.1.2 Confers with camp director on purchases of maintenance vehicles
3.1.3 Identifies maintenance vehicle sources on request of camp director
3.1.4 Evaluates maintenance vehicle specifications on request of camp director

Duty 3.2 Maintains and operates camp passenger and maintenance vehicles

Tasks: 3.2.1 Provides for and/or supervises daily maintenance of camp passenger and maintenance vehicles
3.2.2 Provides for and/or supervises repair of all camp vehicles
3.2.3 Inspects and/or supervises safety inspection of all camp vehicles
3.2.4 Operates camp vehicles

Maj. Res. 4. MAINTAINS AND IMPROVES MAN-MADE FACILITIES

Duty 4.1 Assists camp director in planning for construction or improvement of facilities

Tasks: 4.1.1 Cooperates with camp staff in planning for facility construction or improvement
4.1.2 Assists camp director in the determination of requirements for specific facility construction or improvement projects
4.1.3 Confers with camp director on resources required for facility construction

Duty 4.2 Performs minor construction or improvement work on facilities

Tasks:
- 4.2.1 Acquires needed equipment, supplies, personnel, and materials as approved by director
- 4.2.2 Schedules construction work
- 4.2.3 Implements construction work

Duty 4.3 Maintains and/or supervises maintenance and repair of facilities

Tasks:
- 4.3.1 Inspects facilities
- 4.3.2 Maintains and/or supervises maintenance of facilities
- 4.3.3 Repairs and/or supervises repair of facilities

Maj. Res. 5. CARES FOR CAMP PROPERTY

Duty 5.1 Protects camp property

Tasks:
- 5.1.1 Represents camp director in greeting and directing visitors during off-season
- 5.1.2 Keeps trespassers from entering and/or remaining on camp property
- 5.1.3 Reports acts of vandalism to designated authority
- 5.1.4 Follows emergency procedures in case of fire or severe weather conditions

Duty 5.2 Maintains and/or supervises care of properties

Tasks:
- 5.2.1 Inspects properties
- 5.2.2 Conducts a comprehensive land conservation program
- 5.2.3 Maintains and/or supervises maintenance of water quality
- 5.2.4 Maintains camp grounds and properties

Maj. Res. 6. KEEPS INVENTORIES AND RECORDS

Duty 6.1 Prepares inventories

Tasks:
- 6.1.1 Inventories maintenance and housekeeping equipment

6.1.2 Inventories maintenance and housekeeping supplies
6.1.3 Inventories camp facilities
6.1.4 Inventories camp vehicles ·

Duty 6.2 Maintains records

Tasks:
6.2.1 Maintains maintenance warranties
6.2.2 Maintains repair reports
6.2.3 Maintains service reports
6.2.4 Maintains record of equipment distribution
6.2.5 Handles purchase orders, invoices, and receipts in manner specified in camp procedures

Maj. Res. 7. PROVIDES PROGRAM ASSISTANCE

Duty 7.1 Devotes time to camper needs

Tasks:
7.1.1 Assists with maintenance or repair of assistive devices
7.1.2 Interacts with campers
7.1.3 Assists staff upon request in meeting campers' special physical needs (lifting, transporting, developing adaptive devices)
7.1.4 Produces some program supplies and equipment in maintenance shop

Duty 7.2 Trains program staff in proper use of selected equipment

Maj. Res. 8. MANAGES MAINTENANCE AND HOUSEKEEPING STAFF

Duty 8.1 Confers with camp director on employment of maintenance and housekeeping staff

Tasks:
8.1.1 Identifies employment needs of maintenance and housekeeping staff
8.1.2 Assists in recruitment of maintenance and housekeeping staff
8.1.3 Makes recommendations for selection of maintenance and housekeeping staff

Duty 8.2 Orients and trains maintenance and housekeeping personnel

Tasks:
8.2.1 Orients maintenance and housekeeping staff to the philosophy of the camp and the nature of the campers in

cooperation with the camp director
8.2.2 Orients maintenance and housekeeping personnel to camp policies and procedures
8.2.3 Orients maintenance personnel in use of equipment
8.2.4 Orients and trains personnel in use of vehicles
8.2.5 Orients and trains personnel in care of properties
8.2.6 Orients and trains personnel in care of facilities

Duty 8.3 Supervises maintenance and housekeeping personnel

Tasks:
8.3.1 Schedules work assignments
8.3.2 Advises personnel of work assignment
8.3.3 Observes work performance
8.3.4 Provides assistance in work performance upon request

Duty 8.4 Evaluates maintenance staff

Tasks:
8.4.1 Provides informal evaluation and feedback to maintenance staff
8.4.2 Provides formal evaluation and feedback to maintenance staff
8.4.3 Provides recommendation to director regarding performance of present staff

Job Camp Director

DUTY INFORMATION--SUMMARY FORM

MR No. 1
Duty No. 1.1

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LANG.
50	10	40		6	6	4	5

Adaptations--Medical Classifications						Adaptations--Functional Classifications											
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	B/B-M	UL-S	UL-M	Br-S	Br-M	C-S	C-M	Act-S	Act-M

Duty:

1.1 Develops a rationale for all camp operations

Sample Tasks:

1.1.1 Defines population to be served
1.1.2 Identifies camper needs
1.1.3 Develops and maintains a statement of philosophy
1.1.4 Identifies goals and objectives consistent with stated philosophy
1.1.5 Ensures coordination of camp and agency philosophy

PREREQUISITES	RECOMMENDED TRAINING		
Skills: (ability to)	PRE-SERVICE	PRE-CAMP	INSERVICE
1) define population to be served		10,11	
2) identify camper needs		10,11	
3) develop statement of philosophy		11,13	
4) identify goals and objectives		9,10,13	
5) coordinate camp and agency philosophy		11	
6) write a clear, concise rationale for camp operations	0,1,2,3,4,5,6,7		
Knowledge: (of)			
1) disabilities--aspects needing special consideration	1,3,4,5,6,7		
2) child development	3,4,5,7,8		
3) history and philosophy of camping	1,3,4,5,6,7,8,13		

Job Camp Director

DUTY INFORMATION--SUMMARY FORM

MR No. 1
Duty No. 1.1 cont'd

Duty:
1.1 Develops a rationale for all camp operations

PREREQUISITES	RECOMMENDED TRAINING		
Knowledge: (of)	PRE-SERVICE	PRE-CAMP	INSERVICE
4) history and philosophy of camping with special populations	1,3,4,5,6,7,13		
5) development of goals and objectives		1,3,4,7	
6) agency philosophy		6	
7) population served by agency	6,8		
8) how to determine population to be served by camp (survey, etc.)	3,4,5,7		
Behaviors:			
1) make effective decisions using available information	7,8		

Job Camp Director

DUTY INFORMATION--SUMMARY FORM

MR No. 1
Duty No. 1.2

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LANG.
45	10	45		5	5	4	4

Adaptations--Medical Classifications						Adaptations--Functional Classifications											
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	B/B-M	UL-S	UL-M	Br-S	Br-M	C-S	C-M	Act-S	Act-M

Duty:

1.2 Selects camp services consistent with goals and objectives

Sample Tasks:

1.2.1 Identifies services needed to meet goals and objectives
1.2.2 Assesses available physical, fiscal, and human resources
1.2.3 Selects appropriate services

PREREQUISITES	RECOMMENDED TRAINING		
Skills: (ability to)	PRE-SERVICE	PRE-CAMP	INSERVICE
1) identify services needed to meet goals and objectives		10,11,13,14	
2) establish criteria for resource assessment		13,18,22,24,26	
3) assess resources		14,18,22	
4) select services (prioritize services)		18,22,24,26	
Knowledge: (of)			
1) goals and objectives		13,18,22,24,26	
2) available services		13,18,22,24,26	
3) necessary services		11	
4) available resources		11	
Behaviors:			
1) effective decision making	7,8		
2) mature judgment	7,9		

Job Camp Director

DUTY INFORMATION--SUMMARY FORM

MR No. 1
Duty No. 1.3

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LANG.
40	10	50		6	5	4	4

Adaptations--Medical Classifications						Adaptations--Functional Classifications											
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	B/B-M	UL-S	UL-M	Br-S	Br-M	C-S	C-M	Act-S	Act-M

Duty:

1.3 Develops physical facility designed to implement appropriate services

Sample Tasks:

1.3.1 Confers with agency which regulates (owns) the land on which camp is located about facility development
1.3.2 Consults with appropriate professionals regarding facility design
1.3.3 Analyzes available design options
1.3.4 Selects design appropriate to goals and objectives
1.3.5 Implements development of facility design

PREREQUISITES	RECOMMENDED TRAINING		
Skills: (ability to)	PRE-SERVICE	PRE-CAMP	INSERVICE
1) confer with regulating agency--convey ideas		11,18,19	
2) select professionals for consultation		18,22,24	
3) select design		13,14,16	
4) direct maintenance staff in developing facility		11,13	
5) contract out for jobs out of own staff's range		11,13,18,22,26	
Knowledge: (of)			
1) regulating agency		9,18	
2) professionals available for consultation		11,13,18,22	
3) design options		13,14,22	
4) goals and objectives		11,13	

Job Camp Director DUTY INFORMATION--SUMMARY FORM MR No. 1
Duty No. 1.3 cont'd

Duty:
1.3 Develops physical facility designed to implement appropriate services

PREREQUISITES	RECOMMENDED TRAINING		
Knowledge: (of)	PRE-SERVICE	PRE-CAMP	INSERVICE
5) maintenance staff's skills appropriate for developing facility		11,18,22	
Behaviors:			
1) communicates effectively	7,8		
2) mature judgement	7,8		
3) effective decision making	7,8		

Job Camp Director

DUTY INFORMATION--SUMMARY FORM

MR No. 1
Duty No. 1.4

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LANG.
40	10	50		4	5	4	5

Adaptations--Medical Classifications						Adaptations--Functional Classifications											
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	B/B-M	UL-S	UL-M	Br-S	Br-M	C-S	C-M	Act-S	Act-M

Duty:

1.4 Designs an organizational structure to implement plan

Sample Tasks:

1.4.1 Determines staff functions necessary to provide services
1.4.2 Develops chart for personnel organization
1.4.3 Develops job descriptions for each personnel position
1.4.4 Develops plan and policies for volunteer usage

PREREQUISITES	RECOMMENDED TRAINING		
Skills: (ability to)	PRE-SERVICE	PRE-CAMP	INSERVICE
1) determine staff functions necessary to provide service		11,13,22,24	
2) develop chart		10,11,24,27	
3) develop job descriptions		9,10,11,13,17,22,24	
4) develop plans and policies for volunteer usage		9,10,13,24	
Knowledge: (of)			
1) services to be provided		11,13,24	
2) available staff		22	
3) necessary functions in provision of service		11,13,14,18,22	
4) personnel organization		13,18,22,24	
5) responsibilities of each position		11,13,17,22,24,25	

Job Camp Director DUTY INFORMATION--SUMMARY FORM MR No. 1

Duty No. 1.4 cont'd

Duty:

1.4 Designs an organizational structure to implement plan

PREREQUISITES	RECOMMENDED TRAINING		
Knowledge: (of)	PRE-SERVICE	PRE-CAMP	INSERVICE
6) characteristics of volunteers		10,11,13,22,24	
Behaviors:			
1) understanding of scope of jobs		11,13,22,23,26	
2) organization	7,8		

Job Camp Director

DUTY INFORMATION--SUMMARY FORM

MR No. 1
Duty No. 1.5

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LANG.
50	10	40		4	5	4	5

Adaptations--Medical Classifications						Adaptations--Functional Classifications											
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	B/B-M	UL-S	UL-M	Br-S	Br-M	C-S	C-M	Act-S	Act-M

Duty:

1.5 Develops a system for business and financial operations

Sample Tasks:

1.5.1 Develops procedures to manage property, equipment, and supplies
1.5.2 Develops procedures for maintaining and monitoring fiscal resources
1.5.3 Coordinates system with sponsoring agency

PREREQUISITES	RECOMMENDED TRAINING		
Skills: (ability to)	PRE-SERVICE	PRE-CAMP	INSERVICE
1) define responsibilities of staff in managing property, equipment, & supplies		11,13,24	
2) construct needed forms		13,22,24	
3) develop schedule for maintenance control		1,6,7,8	
4) delegate responsibilities		20	
Knowledge: (of)			
1) property, equipment, and supplies at site		13.22.27	
2) what's involved in management of property, equipment, and supplies	1,6,7,8		
3) areas of expertise of staff		18.22.26	
4) bookkeeping	1,3,6,7,8		
5) budgeting	1,3,6,7,8		

Job Camp Director

DUTY INFORMATION--SUMMARY FORM

MR No. 1
Duty No. 1.5 cont'd

Duty:

1.5 Develops a system for business and financial operations

PREREQUISITES	RECOMMENDED TRAINING		
Knowledge: (of)	PRE-SERVICE	PRE-CAMP	INSERVICE
6) sponsoring agency's financial system		6	
7) inventory processes	1,3,6,7,8		
8) purchasing processes (acquisition)	1,3,4,6,7	6	19,20,28
9) forms		10,28	
Behaviors:			
1) delegate	7,8		
2) communicate effectively	7,8		

Job Camp Director

DUTY INFORMATION--SUMMARY FORM

MR No. 1
Duty No. 1.6

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LANG.
48	4	48		6	6	4	5

Adaptations--Medical Classifications						Adaptations--Functional Classifications											
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	B/B-M	UL-S	UL-M	Br-S	Br-M	C-S	C-M	Act-S	Act-M

Duty:

1.6 Develops a system of evaluating all camp operations

Sample Tasks:

1.6.1 Determines areas for evaluation
1.6.2 Selects or develops methods for evaluation
1.6.3 Establishes evaluation schedule
1.6.4 Develops a system for recording and reporting evaluation results

PREREQUISITES	RECOMMENDED TRAINING		
Skills: (ability to)	PRE-SERVICE	PRE-CAMP	INSERVICE
1) select appropriate evaluative techniques for each area		9,10,11,13,22,24	
2) establish schedule for evaluation		9,10,11,13,22,24	
3) select system for recording results		9,10,11,13,22,24	
Knowledge: (of)			
1) evaluation techniques	1,3,4,5,7		
2) areas which must be evaluated		9,10,11,13,22,24	
3) appropriate timing of evaluation		9,10,11,13,22,24	
4) systems of recording or reporting results	1,3,4,5,6,7		
Behaviors:			
1) objectivity	7,8		
2) efficiency	7,8		

Job Camp Director

DUTY INFORMATION--SUMMARY FORM

MR No. 1
Duty No. 1.7

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LANG.
45	5	50		5	5	4	6

Adaptations--Medical Classifications						Adaptations--Functional Classifications											
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	B/B-M	UL-S	UL-M	Br-S	Br-M	C-S	C-M	Act-S	Act-M

Duty:

1.7 Ensures that master plan is in compliance with all applicable legal requirements

Sample Tasks:

1.7.1 Identifies legal requirements which regulate camp operations
1.7.2 Designs a system for compliance

PREREQUISITES	RECOMMENDED TRAINING		
Skills: (ability to)	PRE-SERVICE	PRE-CAMP	INSERVICE
1) design system to ensure compliance	1,3,5,6,7	9,10,13,24,27	
2) monitor compliance	1,3,5,6,7	9,10,13,24,27	
3) interpret legal requirements	1,2,5,6,7		
Knowledge: (of)			
1) legal requirements concerning all areas of camp operation	1,5,6,7	9,13	
2) governmental agencies and other agencies who regulate camp operations		9,13	
Behaviors:			
1) communicate effectively	7,8		

Job Camp Director

DUTY INFORMATION--SUMMARY FORM

MR No. 1
Duty No. 1.8

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LANG.
47-1/2	15	47-1/2		5	5	4	4

Adaptations--Medical Classifications						Adaptations--Functional Classifications											
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	B/B-M	UL-S	UL-M	Br-S	Br-M	C-S	C-M	Act-S	Act-M

Duty:

1.8 Incorporates ethical practices and professional standards in master plan

Sample Tasks:

1.8.1 Reviews and applies ethical considerations in developing camp plans
1.8.2 Reviews and applies appropriate professional standards

PREREQUISITES	RECOMMENDED TRAINING		
Skills: (ability to)	PRE-SERVICE	PRE-CAMP	INSERVICE
1) apply ethical considerations	7,8		
2) apply professional standards	7,8		
Knowledge: (of)			
1) available options concerning camp plans		10,13,22	
2) professional standards (ACA)		10,11,13	
3) ethical behavior	6,7		
Behaviors:			
1) function in an ethical fashion	7,8		

Job Camp Director

DUTY INFORMATION--SUMMARY FORM

MR No. 2
Duty No. 2.1

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LANG.
50	10	40		5	4	4	4

Adaptations--Medical Classifications						Adaptations--Functional Classifications											
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	B/B-M	UL-S	UL-M	Br-S	Br-M	C-S	C-M	Act-S	Act-M

Duty:

2.1 Develops policies for selection, acquisition, and inventory control of supplies and equipment

Sample Tasks:

2.1.1 Establishes procedures for selection of supplies and equipment
2.1.2 Establishes procedures for acquisition of supplies and equipment
2.1.3 Establishes inventory control system

PREREQUISITES	RECOMMENDED TRAINING		
Skills: (ability to)	PRE-SERVICE	PRE-CAMP	INSERVICE
1) schedule work pertaining to inventory control		9,10,13,24	
2) construct forms or acquire them		10,13,24	
3) modify or develop methods of inventory control		9,10,13,24	
4) establish criteria for selecting supplies and equipment		9,10,13,24	
Knowledge: (of)			
1) supply and equipment needs		13,22,23,24	
2) dealers in the area who produce or distribute		18,22	
3) inventory control systems		9,10,13,22,24	
4) forms needed--records, acquisition		10,13,24,27	

Job Camp Director

DUTY INFORMATION--SUMMARY FORM

MR No. 2
Duty No. 2.1 cont'd

Duty:

2.1 Develops policies for selection, acquisition, and inventory control of supplies and equipment

PREREQUISITES	RECOMMENDED TRAINING		
Behaviors:	PRE-SERVICE	PRE-CAMP	INSERVICE
1) perseverance	7.0		

Job Camp Director

DUTY INFORMATION--SUMMARY FORM

MR No. 2
Duty No. 2.2

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LANG.
40	10	50		5	5	4	5

Adaptations--Medical Classifications						Adaptations--Functional Classifications											
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	B/B-M	UL-S	UL-M	Br-S	Br-M	C-S	C-M	Act-S	Act-M

Duty:

2.2 Controls maintenance of facilities and equipment

Sample Tasks:

2.2.1 Establishes procedures for periodic inspection of facilities and equipment
2.2.2 Establishes procedures for continuing maintenance and repair of facilities and equipment
2.2.3 Establishes procedures and schedule for preventative maintenance of facilities and equipment

PREREQUISITES	RECOMMENDED TRAINING		
Skills: (ability to)	PRE-SERVICE	PRE-CAMP	INSERVICE
1) construct schedule for preventative maintenance		11,13,24	
2) construct schedule for inspections		11,23,24	
3) construct forms for maintenance record keeping		13,24	
Knowledge: (of)			
1) facilities and equipment on site (what's there and when it's likely to need service and what that service is)		11,22	
2) camp staff available to participate in preventative maintenance procedures and inspection		22,27	
3) dealers in the area		11,22	

Job Camp Director

DUTY INFORMATION--SUMMARY FORM

MR No. 2
Duty No. 2.2 cont'd

Duty:
2.2 Controls maintenance of facilities and equipment

PREREQUISITES	RECOMMENDED TRAINING		
Behaviors:	PRE-SERVICE	PRE-CAMP	INSERVICE
1) communicate effectively	1,7,8		

Job Camp Director

DUTY INFORMATION--SUMMARY FORM

MR No. 2
Duty No. 2.3

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LANG.
50	10	40		5	5	4	4

Adaptations--Medical Classifications						Adaptations--Functional Classifications											
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	B/B-M	UL-S	UL-M	Br-S	Br-M	C-S	C-M	Act-S	Act-M

Duty:

2.3 Determines utilization of facilities and equipment with regard to appropriate use and proper care

Sample Tasks:

2.3.1 Develops policies and procedures for utilization of facilities and equipment

PREREQUISITES	RECOMMENDED TRAINING		
Skills: (ability to)	PRE-SERVICE	PRE-CAMP	INSERVICE
1) educate staff as to proper care of facilities and equipment		11,12	
2) formulate a storage plan		13,14,22,24	
3) select a method for requesting use of facilities or equipment		13,22,24	
4) formulate policies concerning off-season use	3,7	6	10,19,20,28
Knowledge: (of)			
1) facilities and equipment available for use		22,27	
2) proper care of facilities and equipment		13,18,22	
3) storage space needed		22,23	

Job Camp Director

DUTY INFORMATION--SUMMARY FORM

MR No. 2
Duty No. 2.3 cont'd

Duty:
2.3 Determines utilization of facilities and equipment with regard to appropriate use and proper care

PREREQUISITES	RECOMMENDED TRAINING		
Knowledge: (of)	PRE-SERVICE	PRE-CAMP	INSERVICE
4) methods used in requesting use of facilities and equipment		13,18,22,24	
5) advantages and disadvantages of leasing out facilities during off-season	1,3,4,6,7	6	10,11,13,18
6) existing time limitations		18,22,23,24	
Behaviors:			
1) communicate effectively	1,7,8		

Job Camp Director DUTY INFORMATION--SUMMARY FORM MR No. 2
Duty No. 2.4

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LANG.
65	0	35		5	5	4	4

Adaptations--Medical Classifications						Adaptations--Functional Classifications											
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	B/B-M	UL-S	UL-M	Br-S	Br-M	C-S	C-M	Act-S	Act-M

Duty:

2.4 Develops policies for property management and control

Sample Tasks:

PREREQUISITES	RECOMMENDED TRAINING		
Skills: (ability to)	PRE-SERVICE	PRE-CAMP	INSERVICE
1) develop policy consistent with agency policy and legal requirements		24	
Knowledge: (of)			
1) property		14,18,22,26,27	
2) upkeep requirements		22,26	
3) legal requirements		11,13,22	
4) agency policies		6,9,11,18	
Behaviors:			

Job Camp Director

DUTY INFORMATION--SUMMARY FORM

MR No. 3
Duty No. 3.1

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LANG.
25	50	25		4	6	3	5

Adaptations--Medical Classifications						Adaptations--Functional Classifications											
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	B/B-M	UL-S	UL-M	Br-S	Br-M	C-S	C-M	Act-S	Act-M

Duty:

3.1 Represents camp to agency staff and board

Sample Tasks:

3.1.1 Attends staff and board meetings
3.1.2 Interprets camping services to staff and board of sponsoring agency

PREREQUISITES	RECOMMENDED TRAINING		
Skills: (ability to)	PRE-SERVICE	PRE-CAMP	INSERVICE
1) attend staff meetings		20,23	
2) give an orderly presentation on camp services to staff and board		20	
Knowledge: (of)			
1) scheduled staff and board meetings	3,4,6,7	17,20,24,28	
2) camping services being provided		23,25	
3) the politics of the organization (board)		22	
Behaviors:			
1) communicate effectively	1,7,8		
2) "gamesmanship"--political games		22	

Job Camp Director

DUTY INFORMATION--SUMMARY FORM

MR No. 3
Duty No. 3.2

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LANG.
20	40	40		5	4	3	4

Adaptations--Medical Classifications						Adaptations--Functional Classifications											
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	B/B-M	UL-S	UL-M	Br-S	Br-M	C-S	C-M	Act-S	Act-M

Duty:

3.2 Participates in agency staff and board functions

Sample Tasks:

3.2.1 Identifies camping services which relate to agency goals and objectives
3.2.2 Implements camping services to meet agency goals and objectives
3.2.3 Participates in agency fund raising activities

PREREQUISITES	RECOMMENDED TRAINING		
Skills: (ability to)	PRE-SERVICE	PRE-CAMP	INSERVICE
1) view camping services as they relate to agency's goals and objectives		13,22,25	
2) view agency's goals and objectives as they relate to camping services		13,22,25	
3) contribute fund raising ideas		13,22	
Knowledge: (of)			
1) camping services being provided		22,25	
2) agency goals and objectives		6	
3) agency fund raising activities		6	
4) agency politics		22	

Job Camp Director

DUTY INFORMATION--SUMMARY FORM

MR No. 3
Duty No. 3.2 Cont'd

Duty:
3.2 Participates in agency staff and board functions

PREREQUISITES	RECOMMENDED TRAINING		
Behaviors:	PRE-SERVICE	PRE-CAMP	INSERVICE
1) comprehend interelated elements (services and goals and objectives)	6,7,8		
2) creative thinking	7,8		
3) enthusiasm	7,8		
4) "gamesmanship"		22	

Job Camp Director

DUTY INFORMATION--SUMMARY FORM

MR No. 4
Duty No. 4.1 cont'd

Duty:
4.1 Represents camp to public

PREREQUISITES	RECOMMENDED TRAINING		
Behaviors:	PRE-SERVICE	PRE-CAMP	INSERVICE
1) effective communication	7,8		
2) enthusiasm	7,8		
3) assertiveness	7,8		

Job Camp Director

DUTY INFORMATION--SUMMARY FORM

MR No. 4
Duty No. 4.1

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LANG.
33-1/3	33-1/3	33-1/3		5	5	3	5

Adaptations--Medical Classifications						Adaptations--Functional Classifications													
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	B/B-M	UL-S	UL-M	Br-S	Br-M	C-S	C-M	Act-S	Act-M

Duty:

4.1 Represents camp to public

Sample Tasks:

4.1.1 Represents camp at meetings and public gatherings
4.1.2 Interprets camping services to public
4.1.3 Develops information releases and presentations

PREREQUISITES	RECOMMENDED TRAINING		
Skills: (ability to)	PRE-SERVICE	PRE-CAMP	INSERVICE
1) be present at meetings and gatherings	3,4,6,7,8	11,24,28	
2) provide explanation of services to public		23,24	
3) develop information releases and presentations		10,12,16,20	
Knowledge: (of)			
1) camping services being provided		22,23,25	
2) publicity sources	5,7,8		
3) pertinent information to be used in releases and presentations		10,12,16,20	
4) various methods of presentation	1,3,7,8	10,12	
5) meetings and gatherings of interest		10,22	

Job Camp Director

DUTY INFORMATION--SUMMARY FORM

MR No. 5
Duty No. 5.1

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LAN[illegible].
40	30	30		5	5	4	4

Adaptations--Medical Classifications						Adaptations--Functional Classifications											
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	B/B-M	UL-S	UL-M	Br-S	Br-M	C-S	[illegible]-M	Act-S	Act-M

Duty:

5.1 Establishes policies and procedures concerning safety supervision

Sample Tasks:

5.1.1 Ensures compliance with all legal requirements
5.1.2 Inspects facilities for risks and hazards
5.1.3 Develops and implements procedures for eliminating or avoiding hazards and minimizing risks
5.1.4 Develops procedures to be used in emergencies (weather phenomena, fire, etc.)

PREREQUISITES	RECOMMENDED TRAINING		
Skills: (ability to)	PRE-SERVICE	PRE-CAMP	INSERVICE
1) interpret legal requirements		9,11,13	
2) recognize risks and hazards	9,7,8		
3) develop methods for eliminating or avoiding risks or hazards		12,13,23,24,25	
4) handle emergencies		9,13,24	
5) write policies and procedures in comprehensible form	9,7,8		
Knowledge: (of)			
1) legal requirements		9,11,13	
2) location of common hazards on-site		9,13,14	
3) how hazards might be avoided or minimized		9,13,22,23,24	
4) emergencies common to camp		9,13	

Job Camp Director

DUTY INFORMATION--SUMMARY FORM

MR No. 5
Duty No. 5.1 cont'd

Duty:
5.1 Establishes policies and procedures concerning safety supervision

PREREQUISITES	RECOMMENDED TRAINING		
Knowledge: (of)	PRE-SERVICE	PRE-CAMP	INSERVICE
5) basic knowledge of handicapping conditions		1,3,7,8	
Behaviors:			
1) responsibility	7,8		
2) foresight	7,8		

Job Camp Director

DUTY INFORMATION--SUMMARY FORM

MR No. 5
Duty No. 5.2

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LANG.
60	0	40		5	5	4	4

Adaptations--Medical Classifications						Adaptations--Functional Classifications											
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	B/B-M	UL-S	UL-M	Br-S	Br-M	C-S	C-M	Act-S	Act-M

Duty:

5.2 Establishes policies and procedures concerning health supervision

Sample Tasks:

5.2.1 Ensures compliance with all legal requirements
5.2.2 Develops system of continuing health supervision

PREREQUISITES	RECOMMENDED TRAINING		
Skills: (ability to)	PRE-SERVICE	PRE-CAMP	INSERVICE
1) ensure compliance with health standards through systematic supervision		23,24,25	
2) write policies and procedures in comprehensible form and style	0,7,8		
Knowledge: (of)			
1) legal requirements		9,11,13	
2) health supervision system alternatives		9,11,13,22,23,24	
Behaviors:			

Job Camp Director

DUTY INFORMATION--SUMMARY FORM

MR No. 6
Duty No. 6.1

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LANG.
45	20	35		6	5	4	4

Adaptations--Medical Classifications						Adaptations--Functional Classifications											
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	B/B-M	UL-S	UL-M	Br-S	Br-M	C-S	C-M	Act-S	Act-M

Duty:

6.1 Manages camp assets

Sample Tasks:

6.1.1 Monitors system to manage property, equipment, and supplies
6.1.2 Arranges for adequate insurance coverage
6.1.3 Plans long-range development and/or major improvements of assets

PREREQUISITES	RECOMMENDED TRAINING		
Skills: (ability to)	PRE-SERVICE	PRE-CAMP	INSERVICE
1) monitor systems periodically		9,10,22,24,25	
2) secure insurance		9,10,11,22,24,25	
3) realistically plan long-range development		9,10,12,13,14,22	
Knowledge: (of)			
1) systems in use for management of property, equipment, and supplies		22,23,27	
2) insurance requirements		9,13,22	
3) master plan		22	
4) controlling agency's plans for property		26	
5) business administration	3,6,7,8		10,22,23,26,27,28

Job Camp Director

DUTY INFORMATION--SUMMARY FORM

MR No. 6
Duty No. 6.1 cont'd

Duty:
6.1 Manages camp assets

PREREQUISITES	RECOMMENDED TRAINING		
Behaviors:	PRE-SERVICE	PRE-CAMP	INSERVICE
1) think creatively	7,8		
2) compile related information and draw conclusions	7,8		

Job Camp Director

DUTY INFORMATION--SUMMARY FORM

MR No. 6
Duty No. 6.2

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LANG.
30	5	65		5	6	4	4

Adaptations--Medical Classifications						Adaptations--Functional Classifications											
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	B/B-M	UL-S	UL-M	Br-S	Br-M	C-S	C-M	Act-S	Act-M

Duty:

6.2 Controls fiscal operations

Sample Tasks:

6.2.1 Prepares budget consistent with agency fiscal policies
6.2.2 Monitors adequate financial record system or complies with agency requirements
6.2.3 Monitors income/expenditures consistent with budget
6.2.4 Prepares and delivers periodic financial reports
6.2.5 Evaluates fiscal operations periodically

PREREQUISITES	RECOMMENDED TRAINING		
Skills: (ability to)	PRE-SERVICE	PRE-CAMP	INSERVICE
1) prepare budget		9,10,12,13,24	
2) monitor budget		9,10,12,13,24	
3) evaluate budget		9,10,12,13,24	
Knowledge: (of)			
1) agency fiscal policies		6,9,11,26	
2) accounting	3,7		
Behaviors:			
1) foresight	7,8		

Job Camp Director

DUTY INFORMATION--SUMMARY FORM

MR No. 7
Duty No. 7.1

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LANG.
60	25	15		5	5	4	4

Adaptations--Medical Classifications						Adaptations--Functional Classifications											
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	B/B-M	UL-S	UL-M	Br-S	Br-M	C-S	C-M	Act-S	Act-M

Duty:

7.1 Manages camp experience for campers

Sample Tasks:

7.1.1 Determines program structure for camper population
7.1.2 Recruits campers
7.1.3 Supervises the implementation of the program
7.1.4 Evaluates camp experience
7.1.5 Reports to camper/family/agency

PREREQUISITES	RECOMMENDED TRAINING		
Skills: (ability to)	PRE-SERVICE	PRE-CAMP	INSERVICE
1) interview techniques	5,7	19,20,23	25,26,28
2) personnel supervision	10,23		
3) report	0,3,4,7,8		
Knowledge: (of)			
1) characteristics of service area clientele		22	
2) fundamentals of camp programming	1,3,4,7,8		
3) community resources		22	
4) camp goals and objectives		9,27	
Behaviors:			
1) effective decision-making	5,7,8		
2) communicate tactfully in writing and orally	7,8		

Job Camp Director

DUTY INFORMATION--SUMMARY FORM

MP No. 7
Duty No. 7.2

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LANG.
35	30	35		6	5	3	4

Adaptations--Medical Classifications						Adaptations--Functional Classifications											
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	B/B-M	UL-S	UL-M	Br-S	Br-M	C-S	C-M	Act-S	Act-M

Duty:

7.2 Defines and coordinates staff functions to implement camp service

Sample Tasks:

7.2.1 Determines staff responsibilities
7.2.2 Recruits staff
7.2.3 Trains staff
7.2.4 Supervises staff
7.2.5 Evaluates individual staff performance
7.2.6 Evaluates staff functions

PREREQUISITES	RECOMMENDED TRAINING		
Skills: (ability to)	PRE-SERVICE	PRE-CAMP	INSERVICE
1) delegate duties to appropriate staff position		9,10,11,13,17,24	
2) interview	5,7		
3) select and use training principles and methods		9,13,22,24	
4) supervise staff			22,23,24,25,26
Knowledge: (of)			
1) duties which must be performed		9,13,22,24	
2) skills and qualities necessary in camp staff		9,11,13,17	
3) availability of staff		22	
4) training principles and methods	3,4,5,7		
5) personnel management	3,7		

Job Camp Director

DUTY INFORMATION--SUMMARY FORM

MR No. 7
Duty No. 7.2 cont'd

Duty:
7.2 Defines and coordinates staff functions to implement camp service

PREREQUISITES	RECOMMENDED TRAINING		
Behaviors:	PRE-SERVICE	PRE-CAMP	INSERVICE
1) effective decision making	7,8		
2) mature judgement	7,8		
3) communicate effectively	7,8		

Job Camp Director

DUTY INFORMATION--SUMMARY FORM

MR No. 8
Duty No. 8.1

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LANG.
25	30	45		6	5	3	4

Adaptations--Medical Classifications						Adaptations--Functional Classifications											
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	B/B-M	UL-S	UL-M	Br-S	Br-M	C-S	C-M	Act-S	Act-M

D[illegible]:

8.1 Provides guidance and direction for staff's personal and professional growth

Sample Tasks:

8.1.1 Promotes involvement in educational activities related to camping and related disciplines
8.1.2 Involves staff in decision-making
8.1.3 Provides individual counseling with regard to career opportunities
8.1.4 Provides opportunities for increased responsibilities and advancement
8.1.5 Fosters an atmosphere conducive to constructive interpersonal relations
8.1.6 Encourages exploration of human values

PREREQUISITES	RECOMMENDED TRAINING		
Skills: (ability to)	PRE-SERVICE	PRE-CAMP	INSERVICE
1) encourage involvement in educational activities by providing incentives			23,24
2) promote discussion in decision-making			11,15,17
3) counsel	0,1,3,7,8		
4) create positive working atmosphere			11,15,17,24,25
Knowledge: (of)			
1) related educational activities		13,22	
2) human growth and development--including human relations, group dynamics, career development, and value clarification	0,1,3,7		
3) job responsibility progressions		13,22	

Job Camp Director

DUTY INFORMATION--SUMMARY FORM

MR No. 8
Duty No. 8.1 cont'd

Duty:
8.1 Provides guidance and direction for staff's personal and professional growth

PREREQUISITES	RECOMMENDED TRAINING		
Behaviors:	PRE-SERVICE	PRE-CAMP	INSERVICE
1) communicate effectively	7,8		
2) friendly	7,8		
3) trustworthy	7,8		

Job Camp Director

DUTY INFORMATION--SUMMARY FORM

MR No. 8
Duty No. 8.2

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LANG.
50	25	25		5	5	3	4

Adaptations--Medical Classifications						Adaptations--Functional Classifications											
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	B/B-M	UL-S	UL-M	Br-S	Br-M	C-S	C-M	Act-S	Act-M

Duty:
8.2 Pursues own personal and professional growth

Sample Tasks:

8.2.1 Applies camping experiences to foster increased personal awareness and professional self-improvement
8.2.2 Participates in professional organizations
8.2.3 Maintains awareness of issues related to camping

PREREQUISITES	RECOMMENDED TRAINING		
Skills: (ability to)	PRE-SERVICE	PRE-CAMP	INSERVICE
1) apply what's being learned at camp toward professional improvement	5,7,8		
Knowledge: (of)			
1) professional organizations		10,13	
2) issues related to camping		10,13,22	
3) professional career opportunities	5,7		
Behaviors:			
1) foresight	8		

Job Program Specialist

DUTY INFORMATION--SUMMARY FORM

MR No. 1
Duty No. 1.1

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LANG.
55	5	40		4	4	4	4

Adaptations--Medical Classifications						Adaptations--Functional Classifications											
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	B/B-M	UL-S	UL-M	Dr-S	Dr-M	C-S	C-M	Act-S	Act-M
X	X	X	X	X	X	X	X	X	X	X		X				X	X

Duty:

1.1 Assesses physical resources in terms of program potential

Sample Tasks:

1.1.1 Assesses facility to determine program limitations and possibilities
1.1.2 Surveys camp site and local area for possible alternate activity sites
1.1.3 Identifies potential safety hazards in programming areas

PREREQUISITES	RECOMMENDED TRAINING		
Skills: (ability to)	PRE-SERVICE	PRE-CAMP	INSERVICE
1) identify potential safety hazards	3,4,7	16,20,21	
2) determine useable space in program facility and area	3,4,7		
3) determine type of activities which can be conducted in useable space	3,4,7		
4) determine if additional space is needed	3,4,7		
Knowledge: (of)			
1) typical spatial needs for program specialty at camp	3,4,7		
2) special spatial requirements of camper group, e.g., wheelchairs	3,4,7	9,10,14,16,17,22	

Job Program Specialist DUTY INFORMATION--SUMMARY FORM

MR No. 1
Duty No. 1.1 cont'd

Duty:
1.1 Assesses physical resources in terms of program potential

PREREQUISITES	RECOMMENDED TRAINING		
Knowledge: (of)	PRE-SERVICE	PRE-CAMP	INSERVICE
3) camp rules and regulations governing spatial requirements and use		9,13	
4) camp operating procedures affecting spatial needs and use		9,13	
5) assigned facility and area; alternate areas which can also be used		13,14	
6) potential safety hazards	3,4,7	9,10,16,22	
7) methods of assessing physical resources	3,4,7		
8) camp philosophy, goals, and objectives		9,13	
Behaviors:			
1) creativity regarding space utilization	3,4,7		
2) observant	4,7,8		
3) flexibility or willingness to compromise about program spatial needs	4,7,8		

Job Program Specialist

DUTY INFORMATION--SUMMARY FORM

MR No. 1
Duty No. 1.2

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LANG.
55	5	40		4	5	4	4

Adaptations--Medical Classifications						Adaptations--Functional Classifications											
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	B/B-M	UL-S	UL-M	Br-S	Br-M	C-S	C-M	Act-S	Act-M
X	X	X		X	X					X	X	X					X

Duty:

1.2 Assesses program resources

Sample Tasks:

1.2.1 Reviews budgetary allowance
1.2.2 Inventories existing supplies and equipment
1.2.3 Evaluates suitability of supplies and equipment for programming
1.2.4 Confers with program director about potential community-based resources

PREREQUISITES	RECOMMENDED TRAINING		
Skills: (ability to)	PRE-SERVICE	PRE-CAMP	INSERVICE
1) systematically inventory supplies and equipment	1.4.7		
2) fill out inventory forms		12.20	
3) evaluate condition of supplies and equipment	1,3.4.7		
4) determine type of activities which can be conducted with available resources	3.4.7	9.10.11.13.22	
5) determine additional resource needs and possible sources, within budgetary allowance	3.4.7		

Job Program Specialist

DUTY INFORMATION--SUMMARY FORM

MR No. 1
Duty No. 1.2 cont'd

Duty:
1.2 Assesses program resources

PREREQUISITES	RECOMMENDED TRAINING		
Knowledge: (of)	PRE-SERVICE	PRE-CAMP	INSERVICE
1) typical supply and equipment needs for program specialty in a camp	3,4,7		
2) approximate cost of supplies and equipment	1,3,4,5,7		
3) special supplies and equipment needs of camper group	1,3,4,7	9,10,22	
4) camp rules and regulations pertaining to supplies and equipment		9,13	
5) camp operating procedures affecting resource needs and use		9,13	
6) budgetary allowance for program area		13	
7) inventory methods and forms used in camp		12,13	
8) community-based resources which can be used in a camp	1,3,4,7	10,13,26	
9) camp philosophy, goals, and objectives		9,13	
Behaviors:			
1) flexibility	4,7,8		
2) creativity	3,4,7		
3) resourcefulness	3,4,7,8		
4) observant	4,7,8		
5) relate with superior staff	4,7,8		

Job **Program Specialist** DUTY INFORMATION--SUMMARY FORM

MR No. 1
Duty No. 1.3

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LANG.
45	15	40		4	5	3	4

Adaptations--Medical Classifications						Adaptations--Functional Classifications											
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	B/B-M	UL-S	UL-M	Br-S	Br-M	C-S	C-M	Act-S	Act-M

Duty:

1.3 Assesses potential of assigned staff to assist in program

Sample Tasks:

1.3.1 Reviews information about skills of subordinate staff provided by camp director or program director
1.3.2 Talks with subordinate staff to determine interests and experience
1.3.3 Observes and/or tests (if applicable to program area) specific competencies of subordinate staff
1.3.4 Provides feedback to staff concerning the assessment
1.3.5 Initiates or recommends activities to staff to improve competency

PREREQUISITES	RECOMMENDED TRAINING		
	PRE-SERVICE	PRE-CAMP	INSERVICE
Skills: (ability to)			
1) use methods of assessment (interview, observations, tests)	1,2,3,4,6,7		
2) interpret assessment results	1,2,3,4,6,7		
3) provide constructive criticism to staff	4,7,8		
4) select activities which can help staff improve competency	1,2,3,4,6,7		
Knowledge: (of)			
1) typical personnel requirements for program specialty (camper/staff ratio, skills, job responsibilities)	1,2,3,4,6,7		
2) camp operating procedures pertaining to subordinate staff (number, how to be used, type of training to be given)		9,13	

Job Program Specialist

DUTY INFORMATION--SUMMARY FORM

MR No. 1
Duty No. 1.3 cont'd

Duty:
1.3 Assesses potential of assigned staff to assist in program

PREREQUISITES	RECOMMENDED TRAINING		
	PRE-SERVICE	PRE-CAMP	INSERVICE
Knowledge: (of)			
3) methods of assessing skill levels in program specialty	1,2,3,4,6,7		
4) methods for improving skill levels in program specialty	1,2,3,4,6,7		
5) camp philosophy, goals, and objectives		9,13	
Behaviors:			
1) relate appropriately to subordinate staff in gathering information and providing feedback	4,7,8		
2) listening and observing abilities	4,7,8		
3) objectivity	4,7,8		
4) inductive reasoning	4,7,8		

Job Program Specialist

DUTY INFORMATION--SUMMARY FORM

MR No. 1
Duty No. 1.4

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LANG.
40	15	45		4	5	3	4

Adaptations--Medical Classifications						Adaptations--Functional Classifications											
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	B/B-M	UL-S	UL-M	Dr-S	Dr-M	C-S	C-M	Act-S	Act-M

Duty:

1.4 Assesses campers in areas directly related to specialty area

Sample Tasks:

1.4.1 Reviews information about campers which has been provided by camp director or program director
1.4.2 Talks with camper to ascertain activities which they are interested in pursuing
1.4.3 Observes and/or determines level of skills of camper applicable to program area
1.4.4 Records information gathered from talks, tests, and observations which should be considered in the program plan

PREREQUISITES	RECOMMENDED TRAINING		
Skills: (ability to)	PRE-SERVICE	PRE-CAMP	INSERVICE
1) utilize methods of assessment	1,2,3,4,6,7		
2) adapt assessment methods and tools	1,2,3,4,6,7	17,20	
3) develop new assessment methods and tools	1,2,3,4,6,7	17,20	
4) interpret assessment results	1,2,3,4,6,7,8		
5) use recording forms for assessment data		20	
Knowledge: (of)			
1) factors to be assessed about camper to plan program	1,2,3,4,6,7		
2) assessment methods and tools for program area	1,2,3,4,6,7		
3) method for recording assessment information to be used in camp		9,12	

Job Program Specialist

DUTY INFORMATION--SUMMARY FORM

MR No. 1
Duty No. 1.4 cont'd

Duty:
1.4 Assesses campers in areas directly related to specialty area

PREREQUISITES	RECOMMENDED TRAINING		
	PRE-SERVICE	PRE-CAMP	INSERVICE
Knowledge: (of)			
4) methods for adapting assessment methods and tools or developing new ones	1,2,3,4,6,7	9,10,12,13,16,22	
5) camp philosophy, goals, and objectives		9,13	
Behaviors:			
1) listening and observing	4,7,8		
2) sensitivity to campers' needs	4,7,8		

Job **Program Specialist** DUTY INFORMATION--SUMMARY FORM

MR No. 1
Duty No. 1.5

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LANG.
100	0	0		1	2	2	4

Adaptations--Medical Classifications						Adaptations--Functional Classifications											
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	B/B-M	UL-S	UL-M	Br-S	Br-M	C-S	C-M	Act-S	Act-M

Duty:

1.5 Reviews established policies and procedures to guide program development for specialty area

Sample Tasks:

1.5.1 Reviews camp philosophy and goals
1.5.2 Reviews rules and regulations
1.5.3 Reviews general camp operating procedures
1.5.4 Reivews operating procedures established for program area

PREREQUISITES	RECOMMENDED TRAINING		
Skills: (ability to)	PRE-SERVICE	PRE-CAMP	INSERVICE
Knowledge: (of)			
Behaviors:			

Job Program Specialist

DUTY INFORMATION--SUMMARY FORM

MR No. 2
Duty No. 2.1

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LANG.
60	10	30		4	5	3	4

Adaptations--Medical Classifications						Adaptations--Functional Classifications											
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	B/B-M	UL-S	UL-M	Br-S	Br-M	C-S	C-M	Act-S	Act-M
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Duty:

2.1 Develops an overall program plan for specialty area

Sample Tasks:

2.1.1 Outlines program content of instructional and recreational activities
2.1.2 Selects activity options which will be offered
2.1.3 Plans alternate activities for unforseen or special conditions
2.1.4 Defines time, space, and resource requirements for program
2.1.5 Asks other staff for their opinions and activity suggestions
2.1.6 Fills out appropriate planning forms
2.1.7 Submits plan to designated staff member for approval
2.1.8 Develops a calendar of events

PREREQUISITES	RECOMMENDED TRAINING		
Skills: (ability to)	PRE-SERVICE	PRE-CAMP	INSERVICE
1) plan an overall program to meet goals and objectives	2,3,4,7		
2) outline program content specifying activities which use available resources	2,3,4,7		
3) define requirements of program activities	2,3,4,7		
4) fill out appropriate planning forms		20	
5) follow directions for gaining approval of program plan		26	
6) develop a calendar of events	2,3,4,7		

Job Program Specialist

DUTY INFORMATION--SUMMARY FORM

MR No. 2
Duty No. 2.1 cont'd

Duty:

2.1 Develops an overall program plan for specialty area

PREREQUISITES	RECOMMENDED TRAINING		
Knowledge: (of)	PRE-SERVICE	PRE-CAMP	INSERVICE
14) past programs for specialty area (plans and evaluations)		13,25,26	
Behaviors:			
1) creativity	4,5,7,8		
2) resourcefulness	4,5,7,8		
3) flexibility	4,5,7,8		
4) organization	4,5,7,8		
5) cooperation with other staff	4,7,8		
6) take suggestions of others (supervisor and peers)	4,7,8		

Job Program Specialist

DUTY INFORMATION--SUMMARY FORM

MR No. 2
Duty No. 2.1 cont'd

Duty:
2.1 Develops an overall program plan for specialty area

PREREQUISITES	RECOMMENDED TRAINING		
Knowledge: (of)	PRE-SERVICE	PRE-CAMP	INSERVICE
1) philosophy of camping and recreation	1,3,4,6,7		
2) philosophy and goal of employing camp agency		9,13	
3) goals and objectives for camp program		9,13	
4) goals and objectives for program area		13,26	
5) program planning techniques	1,2,3,4,5,6,7		
6) activity analysis techniques	1,2,3,4,5,6,7		
7) program specialty activities (objectives, values, benefits, spatial requirements, equipment and supply requirements, staffing requirement, number of participants needed, prerequisite skills required of participants, planning and preparation time needed, adaptations possible)	2,3,4,7		
8) available resources (facilities, area, supplies, equipment, budget, staff, resource persons, idea books, etc.)		22,25,26	
9) camper group characteristics (age, sex, disabilities)		9,13,16	
10) camp organization and operating procedures		9,13	
11) program specialty operational procedures (number of campers/activity period, length of activity period, etc.)		13,25,26	
12) program planning forms required at camp		9,12,13	
13) restrictions on program specialty by camp		9,13,26	

Job Program Specialist

DUTY INFORMATION--SUMMARY FORM

MR No. 2
Duty No. 2.2

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LANG.
40	30	30		4	4	3	4

Adaptations--Medical Classifications						Adaptations--Functional Classifications											
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	B/B-M	UL-S	UL-M	Br-S	Br-M	C-S	C-M	Act-S	Act-M
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Duty:

2.2 Prepares for implementation of overall program plan

Sample Tasks:

2.2.1 Assists camp director or program director in orientation of staff to specialty area
2.2.2 Develops a library of books, artifacts, and resources relating to specialty area
2.2.3 Instructs staff on the use and care of program equipment
2.2.4 Delegates general duties to subordinate staff
2.2.5 Posts schedule of events
2.2.6 Organizes work and storage areas

PREREQUISITES	RECOMMENDED TRAINING		
Skills: (ability to)	PRE-SERVICE	PRE-CAMP	INSERVICE
1) explain program specialty to others	2,3,4,7	25,26	
2) instruct others in use and care of equipment	2,3,4,7		
3) organize work tasks and delegate assignments	4,7		
4) organize work and storage areas	4,7		
5) secure and organize resources	4,7		
Knowledge: (of)			
1) program specialty--purpose and components	1,2,3,4,5,6,7		
2) orientation needs of staff in program specialty	1,2,3,4,5,6,7	25,26	
3) resources relating to program specialty	1,2,3,4,5,6,7		

Job Program Specialist   DUTY INFORMATION--SUMMARY FORM   MR No. 2
Duty No. 2.2 cont'd

Duty:
2.2 Prepares for implementation of overall program plan

PREREQUISITES	RECOMMENDED TRAINING		
Knowledge: (of)	PRE-SERVICE	PRE-CAMP	INSERVICE
4) use and care of equipment	1,2,3,4,5,6,7		
5) effective promotion and publicity techniques	1,2,3,4,5,6,7		
6) program specialty plan		22	
7) staff's interests and abilities		22,27	
Behaviors:			
1) relate to others	4,7,8		
2) leadership	4,7,8		
3) systematic approach to work	4,7,8		
4) organization/neatness	4,7,8		

Job Program Specialist DUTY INFORMATION--SUMMARY FORM MR No. 2
Duty No. 2.3

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LANG.
40	25	35		5	5	3	4

Adaptations--Medical Classifications						Adaptations--Functional Classifications											
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	B/B-M	UL-S	UL-M	Br-S	Br-M	C-S	C-M	Act-S	Act-M
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Duty:

2.3 Cooperates with other staff in the development of individual program plans for each camper

Sample Tasks:

2.3.1 Assimilates assessment information on campers
2.3.2 Participates in camp staff meeting to formulate goals and objectives for individual campers
2.3.3 Selects activity options in program specialty to be offered each camper which are consistent with overall goals and objectives and assessment information
2.3.4 Determines adaptations needed
2.3.5 Assigns subordinate staff to work with individual campers
2.3.6 Records plans for individual campers

PREREQUISITES	RECOMMENDED TRAINING		
Skills: (ability to)	PRE-SERVICE	PRE-CAMP	INSERVICE
1) use camper assessment information to formulate individual camper plans	2,3,4,7	25,26	
2) select activity options to meet specified goals	2,3,4,7		
3) determine adaptations needed	2,3,4,7		
4) assign subordinate staff to work with individual campers	4,7		
5) use camp methods for recording individual camper plans		20	
Knowledge: (of)			
1) camp goals and objectives		9,13	
2) assessment information on campers		22,25	

Job Program Specialist

DUTY INFORMATION--SUMMARY FORM

MR No. 2
Duty No. 2.3 cont'd

Duty:

2.3 Cooperates with other staff in the development of individual program plans for each camper

PREREQUISITES	RECOMMENDED TRAINING		
	PRE-SERVICE	PRE-CAMP	INSERVICE
Knowledge: (of)			
3) techniques for formulating individual camper plans	1,2,3,4,5,6,7	9,12,25,26	
4) program specialty activities which can be used to meet specific needs	1,2,3,4,5,7		
5) adaptation techniques	1,2,3,4,5,7		
6) abilities and qualities of subordinate staff		22,25	
7) methods for recording individual camper plans		9,12,25,26	
Behaviors:			
1) objectivity	4,7,8		
2) sensitivity to others	4,7,8		
3) work with a group toward a goal	4,7,8		
4) organization in thinking (logic)	4,7,8		

Job Program Specialist   DUTY INFORMATION--SUMMARY FORM   MR No. 3
Duty No. 3.1

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LANG.
35	15	50		4	4	3	4

Adaptations--Medical Classifications						Adaptations--Functional Classifications											
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	B/B-M	UL-S	UL-M	Br-S	Br-M	C-S	C-M	Act-S	Act-M
X				X		X	X			X							

Duty:

3.1 Prepares area and facility for program

Sample Tasks:

3.1.1 Organizes work area
3.1.2 Tests to ensure that equipment is in workable condition
3.1.3 Sets up or supervises placement of equipment

PREREQUISITES	RECOMMENDED TRAINING		
Skills: (ability to)	PRE-SERVICE	PRE-CAMP	INSERVICE
1) organize work area	2,3,4,7		
2) determine condition of equipment	1,2,3,4,5,7		
3) determine best placement of equipment	1,2,3,4,5,7		
4) set up equipment for use	1,2,3,4,5,7		
5) direct others to set up equipment	2,3,4,7		
Knowledge: (of)			
1) work area		22	
2) work area needs for program and campers	2,3,4,7	22	
3) equipment for program	1,2,3,4,5,6,7		
Behaviors:			
1) organization	4,7,8		
2) leadership	4,7,8		
3) safety consciousness	4,7,8		

Job **Program Specialist** DUTY INFORMATION--SUMMARY FORM

MR No. 3
Duty No. 3.2

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LANG.
40	10	50		3	3	3	4

Adaptations--Medical Classifications						Adaptations--Functional Classifications											
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	B/B-M	UL-S	UL-M	Br-S	Br-M	C-S	C-M	Act-S	Act-M

Duty:

3.2 Completes appropriate forms and requisitions supplies

Sample Tasks:

3.2.1 Requisitions needed supplies and equipment
3.2.2 Fills out transportation request forms
3.2.3 Completes appropriate maintenance request forms
3.2.4 Completes all other forms designated by camp administration

PREREQUISITES	RECOMMENDED TRAINING		
Skills: (ability to)	PRE-SERVICE	PRE-CAMP	INSERVICE
1) determine supply and equipment, transportation, and maintenance needs	2,3,4,7		
2) requisition supplies and equipment		20	
3) fill out transportation request forms		20	
4) complete maintenance request forms		20	
5) complete all other forms		20	
Knowledge: (of)			
1) equipment and supply needs		22	
2) requisitioning procedures for supplies and equipment		9,12,13	
3) transportation needs		22	
4) requisitioning procedures for transportation		9,12,13	

Job Program Specialist

DUTY INFORMATION--SUMMARY FORM

MR No. 3
Duty No. 3.2 cont'd

Duty:
3.2 Completes appropriate forms and requisitions supplies

PREREQUISITES	RECOMMENDED TRAINING		
Knowledge: (of)	PRE-SERVICE	PRE-CAMP	INSERVICE
5) maintenance needs		22	
6) procedures for requesting maintenance work		9,12,13	
7) other forms used in camp		9,12,13	
Behaviors:			
1) organization	4,7,8		
2) willingness to work within established system	4,7,8		
3) neatness	4,7,8		

Job Program Specialist

DUTY INFORMATION--SUMMARY FORM

MR No. 3
Duty No. 3.3

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LANG.
33-1/3	33-1/3	33-1/3		5	4	3	4

Adaptations--Medical Classifications						Adaptations--Functional Classifications											
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	B/B-M	UL-S	UL-M	Br-S	Br-M	C-S	C-M	Act-S	Act-M
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Duty:

3.3 Conducts activities

Sample Tasks:

3.3.1 Explains rules and regulations for program area
3.3.2 Demonstrates use and care of materials and equipment
3.3.3 States directions for activity
3.3.4 Distributes materials
3.3.5 Leads activity
3.3.6 Supervises assistants during activity
3.3.7 Teaches new skills to campers
3.3.8 Participates in the activity

PREREQUISITES	RECOMMENDED TRAINING		
Skills: (ability to)	PRE-SERVICE	PRE-CAMP	INSERVICE
1) effectively communicate with campers	4,7		24,26
2) demonstrate use and care of materials and equipment	2,3,4,7		
3) conduct a variety of activities	2,3,4,7		
4) teach new skills	2,3,4,7		
5) supervise subordinate staff	4,7		24,26
Knoweldge: (of)			
1) rules and regulations for program area		9,13	
2) use and care of materials and equipment	1,2,3,4,5,6,7		
3) activities to be implemented	1,2,3,4,5,7	22	
4) leadership techniques	1,2,3,4,5,7		
5) sequencing of skills	1,2,3,4,5,7		
6) adapting activities	1,2,3,4,5,7	9,10,11,12,13,17	

Job Program Specialist

DUTY INFORMATION--SUMMARY FORM

MR No. 3
Duty No. 3.3 cont'd

Duty:
3.3 Conducts activities

PREREQUISITES	RECOMMENDED TRAINING		
	PRE-SERVICE	PRE-CAMP	INSERVICE
Knowledge: (of)			
7) supervision of staff	1,2,3,4,5,7		
8) instructional techniques	1,2,3,4,5,7		
Behaviors:			
1) flexibility	4,7,8		24,26
2) organization	4,7,8		24,26
3) sensitivity to campers' needs	4,7,8		24,26
4) observant of group and individual reactions	4,7,8		24,26
5) relate to others	0,4,7,8		

Job Program Specialist

DUTY INFORMATION--SUMMARY FORM

MR No. 3
Duty No. 3.4

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LANG.
40	25	35		3	5	3	4

Adaptations--Medical Classifications						Adaptations--Functional Classifications											
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	B/B-M	UL-S	UL-M	Br-S	Br-M	C-S	C-M	Act-S	Act-M
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Duty:

3.4 Conducts follow-up of activities

Sample Tasks:

3.4.1 Puts away or supervises storage of equipment, materials, and supplies when not in use
3.4.2 Directs clean-up activities
3.4.3 Records camper reactions to activity and progress made

PREREQUISITES	RECOMMENDED TRAINING		
Skills: (ability to)	PRE-SERVICE	PRE-CAMP	INSERVICE
1) supervise and direct campers and staff	4,7		
2) interpret camper reaction to activity	2,3,4,7		
3) record camper reaction, interpretation, and progress		20	
Knowledge: (of)			
1) appropriate storage of equipment, materials, and supplies		22	
2) camper reaction to activity			22
3) methods for recording camper reactions		9,12,13	
4) evaluation methods of participant reaction to an activity	1,2,3,4,5,7		

Job Program Specialist

DUTY INFORMATION--SUMMARY FORM

MR No. 3
Duty No. 3.4 cont'd

Duty:
3.4 Conducts follow-up of activities

PREREQUISITES	RECOMMENDED TRAINING		
Behaviors:	PRE-SERVICE	PRE-CAMP	INSERVICE
1) sensitivity to others	4,7,8		
2) selecting and using appropriate supervisory techniques			
3) organization			

Job Program Specialist

DUTY INFORMATION--SUMMARY FORM

MR No. 3
Duty No. 3.5

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LANG.
55	5	40		2	3	3	3

Adaptations--Medical Classifications						Adaptations--Functional Classifications											
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	B/B-M	UL-S	UL-M	Br-S	Br-M	C-S	C-M	Act-S	Act-M

Duty:

3.5 Closes program area at the end of the season

Sample Tasks:

3.5.1 Inventories equipment and supplies
3.5.2 Stores equipment and supplies
3.5.3 Returns equipment and supplies which belong elsewhere
3.5.4 Disposes of perishable and non-repairable items
3.5.5 Prepares facility and area for off-season
3.5.6 Reports inventory and condition of facility and equipment to designated person

PREREQUISITES	RECOMMENDED TRAINING		
Skills: (ability to)	PRE-SERVICE	PRE-CAMP	INSERVICE
1) inventory	1,4,7	12,20	23,26
2) determine what is to be stored, disposed of, delivered elsewhere			9,23,26
3) follow specified procedures pertaining to closing of program area			9,23,26
4) report inventory and condition findings			9,23,26
Knowledge: (of)			
1) inventory method		12,13	
2) what equipment and supplies to store, deliver elsewhere, dispose of			9,23,26
3) how equipment is to be stored, delivered, or disposed of			9,23,26

Job Program Specialist

DUTY INFORMATION--SUMMARY FORM

MR No. 3
Duty No. 3.5 cont'd

Duty:
3.5 Closes program area at the end of the season

PREREQUISITES	RECOMMENDED TRAINING		
Knowledge: (of)	PRE-SERVICE	PRE-CAMP	INSERVICE
4) how facility and area are to be prepared for off-season			9,23,26
5) reporting procedures			9,23,26
Behaviors:			
1) thoroughness	4,7,8		
2) organization	4,7,8		
3) follow directions	4,7,8		

Job Program Specialist

DUTY INFORMATION--SUMMARY FORM

MR No. 4
Duty No. 4.1

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LANG.
40	20	40		2	4	2	4

Adaptations--Medical Classifications						Adaptations--Functional Classifications											
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	B/B-M	UL-S	UL-M	Br-S	Br-M	C-S	C-M	Act-S	Act-M
X	X	X	X	X	X	X	X	X	X	X	X	X		X		X	

Duty:

4.1 Provides a healthy environment for campers

Sample Tasks:

4.1.1 Observes campers carefully for signs of fatigue
4.1.2 Informs campers of unhealthy conditions to avoid (poison ivy, etc.)
4.1.3 Reports ill campers to designated staff member immediately

PREREQUISITES	RECOMMENDED TRAINING		
Skills: (ability to)	PRE-SERVICE	PRE-CAMP	INSERVICE
1) observe and correct conditions in environment which are unhealthy	2,3,4,7	14,20,22	
2) describe to campers unhealthy conditions to avoid		17,20,22	
3) observe and take appropriate action when campers show signs of fatigue or illness		17,20	
Knowledge: (of)			
1) what constitutes a healthy environment	1,2,3,4,5,6,7	9,10,11,13,14,16,22	
2) unhealthy conditions in environment to avoid	1,2,3,4,5,6,7	9,10,11,13,14,16,22	
3) signs and symptoms to watch for in campers		9,10,11,13,16,17,22	

Job Program Specialist

DUTY INFORMATION--SUMMARY FORM

MR No. 4
Duty No. 4.1 cont'd

Duty:
4.1 Provides a healthy environment for campers

PREREQUISITES	RECOMMENDED TRAINING		
	PRE-SERVICE	PRE-CAMP	INSERVICE
Knowledge: (of) 4) method of reporting ill campers		9,12,13	
Behavior:			
1) observant, alert	4,7,8		
2) calm	4,7,8		

Job Program Specialist

DUTY INFORMATION--SUMMARY FORM

MR No. 4
Duty No. 4.2

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LANG.
35	30	35		4	5	3	4

Adaptations--Medical Classifications						Adaptations--Functional Classifications											
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	B/B-M	UL-S	UL-M	Br-S	Br-M	C-S	C-M	Act-S	Act-M
X	X	X	X	X	X	X	X	X	X	X	X	X		X		X	

Duty:

4.2 Supervises safety of campers

Sample Tasks:

4.2.1 Provides adequate supervision of campers at all times
4.2.2 Informs campers of safety rules and regulations
4.2.3 Provides emergency first aid for injured campers
4.2.4 Enforces safety rules and regulations
4.2.5 Monitors safety level of program area and equipment used by campers
4.2.6 Takes emergency action when campers are endangered
4.2.7 Reports accidents immediately to appropriate staff member

PREREQUISITES	RECOMMENDED TRAINING		
Skills: (ability to)	PRE-SERVICE	PRE-CAMP	INSERVICE
1) interpret safety rules and regulations to campers		17,20	
2) provide emergency first aid	2,3,4,7	17,20	
3) enforce safety rules and regulations	4,7		
4) implement a prevention program for safety	1,2,3,4,5,6,7	20	
5) handle emergency situations appropriately		17,20	
6) report accidents according to prescribed procedure		17,20	

Job **Program Specialist** DUTY INFORMATION--SUMMARY FORM

MR No. 4
Duty No. 4.2 cont'd

Duty:
4.2 Supervises safety of campers

PREREQUISITES	RECOMMENDED TRAINING		
Knowledge: (of)	PRE-SERVICE	PRE-CAMP	INSERVICE
1) safety rules and regulations		9,13	
2) emergency first aid	2,3	9,10,11,13	
3) area and equipment safety factors to watch for	2,3,4,7	9,10,11,13	
4) emergency procedures		9,13	
5) accident reporting procedure		9,12,13	
Behaviors:			
1) observant, alert	4,7,8		
2) calm	4,7,8		
3) maturity of judgment	4,7,8		

Job Program Specialist

DUTY INFORMATION--SUMMARY FORM

MR No. 4
Duty No. 4.3

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LANG
25	40	35		5	5	2	4

Adaptations--Medical Classifications						Adaptations--Functional Classifications											
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	B/B-M	UL-S	UL-M	Br-S	Br-M	C-S	C-M	Act-S	Act-M

Duty:

4.3 Manages camper behavior problems

Sample Tasks: 4.3.1 Responds appropriately to undesirable camper behavior
4.3.2 Reinforces appropriate camper behavior
4.3.3 Explains to campers consequences of their inappropriate actions
4.3.4 Explains to campers benefits of their appropriate behavior
4.3.5 Obtains needed support and assistance for handling special behavior problems
4.3.6 Enforces rules regarding camper conduct
4.3.7 Mediates conflicts between campers
4.3.8 Administers punishment as specified in rules and regulations when necessary
4.3.9 Handles behavior problems on an individual basis

PREREQUISITES	RECOMMENDED TRAINING		
Skills: (ability to)	PRE-SERVICE	PRE-CAMP	INSERVICE
1) apply behavior management techniques	4,7,8	17,20,21	
2) enforce rules and regulations regarding camper conduct		17,20	
3) obtain assistance when needed		17,20	
4) communicate effectively with campers	4,7,8		
Knowledge: (of)			
1) rules and regulations pertaining to camper behavior (conduct)		9,13	
2) behavior management techniques	1,2,3,4,5,6,7,8	9,10,11,12,13,15,17 18,19	
3) camp organization--who to go to for help		9,13	

Job **Program Specialist** DUTY INFORMATION--SUMMARY FORM

NR No. 4
Duty No. 4.3 cont'd

Duty:
4.3 Manages camper behavior problems

PREREQUISITES	RECOMMENDED TRAINING		
Knowledge: (of)	PRE-SERVICE	PRE-CAMP	INSERVICE
4) rules and regulations pertaining to allowable punishments		9,13	
5) common behavior problems which arise at camp		9,10,11,13	
Behaviors:			
1) consistent behavior	4,7,8		
2) objectivity	4,7,8		
3) controlled temper	4,7,8		
4) mature judgement	4,7,8		
5) observant of campers	4,7,8		
6) sensitivity to camper feelings, problems, etc.	4,7,8		

Job Program Specialist

DUTY INFORMATION--SUMMARY FORM

MR No. 4
Duty No. 4.4

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LANG.
25	40	35		5	5	2	4

Adaptations--Medical Classifications						Adaptations--Functional Classifications											
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	B/B-M	UL-S	UL-M	Br-S	Br-M	C-S	C-M	Act-S	Act-M
X	X	X	X	X	X	X	X	X	X	X	X	X		X		X	

Duty:

4.4 Motivates campers to be more self-directive and to use their special talents and abilities

Sample Tasks:

4.4.1 Allows campers to express and act on likes and dislikes
4.4.2 Assigns individual responsibilities to campers related to using their special abilities
4.4.3 Provides opportunities for campers to make, act on, and evaluate their own decisions
4.4.4 Develops displays of camper products
4.4.5 Arranges for the demonstration of camper's talents
4.4.6 Encourages campers to try new activities
4.4.7 Praises campers for personal efforts and achievements

PREREQUISITES	RECOMMENDED TRAINING		
Skills: (ability to)	PRE-SERVICE	PRE-CAMP	INSERVICE
1) use motivation techniques with individuals	4,7,8	17,20	23,26
2) identify campers' special needs interests, and abilities	4,7	20	
Knowledge: (of)			
1) motivation techniques	1,2,3,4,5,6,7,8	9,10,11,12,13,16, 18,19	23,25,26
2) campers' interests, needs, abilities		11,22,25	
Behaviors:			
1) sincerity	4,7,8		
2) sensitivity to individual	4,7,8		
3) enthusiasm	4,7,8		
4) creativity	4,7,8		

Job Program Specialist DUTY INFORMATION--SUMMARY FORM

MR No. 4
Duty No. 4.5

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LANG.
25	40	35		5	5	2	4

Adaptations--Medical Classifications						Adaptations--Functional Classifications											
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	B/B-M	UL-S	UL-M	Br-S	Br-M	C-S	C-M	Act-S	Act-M
X	X	X	X	X	X	X	X	X	X	X	X	X		X		X	

Duty:

4.5 Promotes social interactions

Sample Tasks:

4.5.1 Encourages campers to communicate with other campers
4.5.2 Encourages campers to communicate with staff
4.5.3 Encourages campers to be good listeners
4.5.4 Provides experiences for socializing
4.5.5 Encourages group decision-making
4.5.6 Provides feedback on group decisions and actions

PREREQUISITES	RECOMMENDED TRAINING		
Skills: (ability to)	PRE-SERVICE	PRE-CAMP	INSERVICE
1) facilitate group interaction	4,7,8	17,20,21	
2) facilitate group action	4,7,8	17,20,21	
Knowledge: (of)			
1) group dynamics	1,3,4,5,6,7,8	9,10,11,12,16,17, 19,22	
2) methods of promoting socialization	1,3,4,5,6,7,8	9,10,11,12,16,17, 19,22	
Behaviors:			
1) relinquish responsibilities without losing control of group	4,7,8		24,26
2) relating to campers--sensitivity	4,7,8	14,16,17	

Job Program Specialist

DUTY INFORMATION--SUMMARY FORM

MR No. 4
Duty No. 4.6

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LANG.
25	40	35		5	5	2	4

Adaptations--Medical Classifications						Adaptations--Functional Classifications											
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	B/B-M	UL-S	UL-M	Br-S	Br-M	C-S	C-M	Act-S	Act-M

Duty:

4.6 Motivates camper to participate fully in the program

Sample Tasks:

4.6.1 Assists campers in selecting personal goals
4.6.2 Encourages friendly competition between camper groups
4.6.3 Employs incentive system with camper unit
4.6.4 Provides a schedule of coming events
4.6.5 Discusses program goals and upcoming activities with campers
4.6.6 Involves campers in planning, implementing, and evaluation of activities

PREREQUISITES	RECOMMENDED TRAINING		
Skills: (ability to)	PRE-SERVICE	PRE-CAMP	INSERVICE
1) select and use motivation techniques for maximum program participation	4,7	17,20	
Knowledge: (of)			
1) motivation techniques applicable to program participation	1,3,4,5,6,7	9,10,11,12,16,17,19	
2) campers' interests, needs and abilities			22
Behaviors:			
1) enthusiasm	4,7,8		
2) creativity	4,7,8		
3) sensitivity to campers	4,7,8		

Job Program Specialist

DUTY INFORMATION--SUMMARY FORM

MR No. 4
Duty No. 4.7

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LANG.
15	75	10		4	3	1	3

Adaptations--Medical Classifications						Adaptations--Functional Classifications													
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	B/B-M	UL-S	UL-M	Br-S	Br-M	C-S	C-M	Act-S	Act-M

Duty:

4.7 Sets proper example for campers and subordinate staff to follow

Sample Tasks:

4.7.1 Maintains good personal appearance, health, and physical fitness
4.7.2 Expresses prejudicial-free attitudes
4.7.3 Expresses positive attitude toward activities
4.7.4 Follows camp rules and regulations
4.7.5 Uses proper language and manners
4.7.6 Participates in camp functions as time permits

PREREQUISITES	RECOMMENDED TRAINING		
Skills: (ability to)	PRE-SERVICE	PRE-CAMP	INSERVICE
1) model appropriate behavior to campers and subordinate staff	4,7,8	17,23,24	
Knowledge: (of)			
1) good grooming	0,8		
2) personal health maintenance	0,8		
3) physical fitness	0,8		
4) camp rules and regulations regarding staff conduct		9,13	
5) modeling behavior--its importance and how to do it	1,3,4,5,6,7,8	9,10,11,13,16,17,19	
Behaviors:			
1) responsible	4,7,8		
2) mature judgement	4,7,8		

Job Program Specialist   DUTY INFORMATION--SUMMARY FORM   MR No. 4
Duty No. 4.7 cont'd

Duty:
4.7 Sets proper example for campers and subordinate staff to follow

PREREQUISITES	RECOMMENDED TRAINING		
Behaviors:	PRE-SERVICE	PRE-CAMP	INSERVICE
3) enthusiasm	4,7,8		
4) non-prejudicial	4,7,8		

Job Program Specialist

DUTY INFORMATION--SUMMARY FORM

MR No. 4
Duty No. 4.8

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LANG.
35	30	35		3	4	2	4

Adaptations--Medical Classifications						Adaptations--Functional Classifications											
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	B/B-M	UL-S	UL-M	Br-S	Br-M	C-S	C-M	Act-S	Act-M

Duty:

4.8 Cooperates with other staff

Sample Tasks:

4.8.1 Meets with camp staff to discuss duties, responsibilities, and program
4.8.2 Cooperates with other staff in the planning and implementation of camp-wide events
4.8.3 Assumes other responsibilities as assigned (counselor assistant, night duty, kitchen duty, etc.)
4.8.4 Trains and supervises assistant staff
4.8.5 Executes directives of supervisors

PREREQUISITES	RECOMMENDED TRAINING		
Skills: (ability to)	PRE-SERVICE	PRE-CAMP	INSERVICE
1) plan and implement camp-wide events in cooperation with others	1,2,3,4,7	11,25	
2) complete duties outside of program area			23
3) train and supervise subordinate staff	4,7	26	
4) communicate with other staff	4,7,8		
Knowledge: (of)			
1) duties and responsibilities of other camp staff		9,13	
2) one's duties and responsibilities outside of program area		9,13	
3) camp-wide events	1,2,3,4,7	9,11,13	
4) training and supervisory needs of staff assistants	4,7	22,26	

Job Program Specialist

DUTY INFORMATION--SUMMARY FORM

MR No. 4
Duty No. 4.8 cont'd

Duty:
4.8 Cooperates with other staff

PREREQUISITES	RECOMMENDED TRAINING		
Behaviors:	PRE-SERVICE	PRE-CAMP	INSERVICE
1) cooperative	4,7,8		
2) enthusiasm	4,7,8		
3) responsible	4,7,8		

Job Program Specialist DUTY INFORMATION--SUMMARY FORM MR No. 5
Duty No. 5.1

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LANG.
45	15	40		3	5	3	4

Adaptations--Medical Classifications						Adaptations--Functional Classifications											
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	B/B-M	UL-S	UL-M	Br-S	Br-M	C-S	C-M	Act-S	Act-M
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Duty:

5.1 Evaluates impact of program in specialty area on campers

Sample Tasks:

5.1.1 Reviews goals and objectives for individual campers
5.1.2 Reviews information recorded on camper progress and problems during activities
5.1.3 Administers achievement tests if applicable to program area (swimming, archery, riflery)
5.1.4 Compiles information gathered
5.1.5 Determines level of achievement toward goals and objectives
5.1.6 Records or relays evaluative information in the designated manner
5.1.7 Records or relays recommendations for changes in individualized program plan in the designated manner

PREREQUISITES	RECOMMENDED TRAINING		
Skills: (ability to)	PRE-SERVICE	PRE-CAMP	INSERVICE
1) evaluate camper achievement	2,3,4,6,7		
2) interpret camper evaluation data	2,3,4,6,7,8		
3) record camper evaluation information and interpretations		17,20	23,26
4) report camper evaluations		17	23,26
Knoweldge: (of)			
1) camp goals and objectives		9,11,13	
2) goals and objectives for individual campers		11,25,26	25,26
3) methods of evaluating achievements of participants in program area	1,2,3,4,6,7		
4) methods of recording evaluation information used in camp		9,12,13	25,26

Job Program Specialist   DUTY INFORMATION--SUMMARY FORM   MR No. 5

Duty No. 5.1 cont'd

Duty:

5.1 Evaluates impact of program in specialty area on campers

PREREQUISITES	RECOMMENDED TRAINING		
Knowledge: (of)	PRE-SERVICE	PRE-CAMP	INSERVICE
5) camp operating procedures pertaining to evaluation reporting		9,13	25,26
6) camper information previously recorded			22
Behaviors:			
1) objectivity	2,3,4,7,8		
2) observant	2,3,4,7,8		
3) organized or logical thinking	4,7,8		

Job Program Specialist DUTY INFORMATION--SUMMARY FORM MR No. 5
Duty No. 5.2

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LANG.
45	5	50		4	5	4	4

Adaptations--Medical Classifications						Adaptations--Functional Classifications											
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	B/B-M	UL-S	UL-M	Br-S	Br-M	C-S	C-M	Act-S	Act-M
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Duty:

5.2 Evaluates program in specialty area

Sample Tasks:

5.2.1 Evaluates specific activities
5.2.2 Evaluates total program content
5.2.3 Evaluates utilization of resources
5.2.4 Evaluates staff adequacy (number and performance)
5.2.5 Evaluates program operating procedures
5.2.6 Submits written report on program evaluations
5.2.7 Makes recommendations for improvement of program to designated person

PREREQUISITES	RECOMMENDED TRAINING		
Skills: (ability to)	PRE-SERVICE	PRE-CAMP	INSERVICE
1) evaluate activities, total program, resource utilization, staff, and program operating procedures	1,2,3,4,5,6,7		
2) interpret evaluation data	1,2,3,4,5,6,7		
3) record evaluation data and interpretations		17,20	23,26
4) report evaluation data and interpretations		17	23,26
Knowledge: (of)			
1) goals and objectives of program area in camp		9,13,25,26	
2) methods for evaluating activities and program	1,2,3,4,5,6,7		

Job Program Specialist DUTY INFORMATION--SUMMARY FORM

MR No. 5
Duty No. 5.2 cont'd

Duty:
5.2 Evaluates program in specialty area

PREREQUISITES	RECOMMENDED TRAINING		
Knowledge: (of)	PRE-SERVICE	PRE-CAMP	INSERVICE
3) methods for evaluating resource utilization	1,2,3,4,5,6,7		
4) methods for evaluating staff adequacy	1,2,3,4,5,6,7		
5) methods for evaluating program operating procedures	1,2,3,4,5,6,7		
6) methods for reporting and recording program evaluations		9,10,12,13,16	25,26
7) the program as it was implemented			22
Behaviors:			
1) objectivity	4,7,8		
2) organization	4,7,8		
3) observant	4,7,8		

Job Program Specialist

DUTY INFORMATION--SUMMARY FORM

MR No. 5
Duty No. 5.3

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LANG.
40	20	40		5	5	3	4

Adaptations--Medical Classifications						Adaptations--Functional Classifications											
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	B/B-M	UL-S	UL-M	Br-S	Br-M	C-S	C-M	Act-S	Act-M

Duty:

5.3 Conducts self-evaluation

Sample Tasks:

5.3.1 Evaluates personal growth in activity and programming skills
5.3.2 Evaluates personal growth in interpersonal skills
5.3.3 Evaluates personal growth in attitudes
5.3.4 Identifies future training needs
5.3.5 Accepts evaluation of others to improve performance and attitude

PREREQUISITES	RECOMMENDED TRAINING		
Skills: (ability to)	PRE-SERVICE	PRE-CAMP	INSERVICE
1) evaluate one's own programming skills, interpersonal skills, and attitudes	1,2,3,4,7,8		
2) interpret evaluation results	1,2,3,4,7,8		
3) identify an appropriate course of action to improve self	1,2,3,4,7,8		26,11
Knowledge: (of)			
1) personal goals and objectives as they relate to programming, interpersonal relationships, and attitudes	1,8		
2) personal skill levels and attitudes	5		22,26
3) desirable levels of skills in programming and interpersonal relationships and desirable attitudes for a program specialist	1,2,3,4,5,6,7	9,10,13	

Job Program Specialist

DUTY INFORMATION--SUMMARY FORM

MR No. 5
Duty No. 5.3 cont'd

Duty:
5.3 Conducts self-evaluation

PREREQUISITES	RECOMMENDED TRAINING		
Knowledge: (of)	PRE-SERVICE	PRE-CAMP	INSERVICE
4) courses of action to improve self	1,2,3,4,5,6,7,8	9,10,13,26	26,11
Behaviors:			
1) objectivity	4,7,8		
2) ability to accept criticism	4,7,8		
3) desire to improve	4,7,8		

Job Program Specialist

DUTY INFORMATION--SUMMARY FORM

MR No. 5
Duty No. 5.4

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LANG.
30	20	50		3	5	2	4

Adaptations--Medical Classifications						Adaptations--Functional Classifications											
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	B/B-M	UL-S	UL-M	Br-S	Br-M	C-S	C-M	Act-S	Act-M
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Duty:

5.4 Participates in evaluation of total program

Sample Tasks:

5.4.1 Participates in team meetings to evaluate combined effect of program components
5.4.2 Assists in evaluation of program operations (communications, coordination, staffing, resource availability, etc.)

PREREQUISITES	RECOMMENDED TRAINING		
Skills: (ability to)	PRE-SERVICE	PRE-CAMP	INSERVICE
1) identify problems and possible causes regarding camp program & operations	4,7,8	17,20	11,25
2) evaluate various aspects of camp program	4,7,8	17,20	11,25
3) communicate evaluation information to others	4,7,8		
4) work with a group in interpreting evaluation data and making recommendations for improvement	4,7,8	17,20	11,25
Knowledge: (of)			
1) goals and objectives of camp		9,11,13	
2) camp operating procedures		9,11,13	

Job Program Specialist

DUTY INFORMATION--SUMMARY FORM

MR No. 5
Duty No. 5.4 cont'd

Duty:
5.4 Participates in evaluation of total program

PREREQUISITES	RECOMMENDED TRAINING		
Knowledge: (of)	PRE-SERVICE	PRE-CAMP	INSERVICE
3) methods of evaluating camp program--factors, procedures	4,7,8	9,11,13	11,25
4) camp program that was implemented			22
Behaviors:			
1) objectivity	4,7,8		
2) logical	4,7,8		
3) observant	4,7,8		
4) cooperative	4,7,8		
5) tactful	4,7,8		
6) working as a member of a team	0,4,7,8		

Job Camp Counselor

DUTY INFORMATION--SUMMARY FORM

MR No. 1
Duty No. 1.1

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LANG.
100	0	0		1	2	2	4

Adaptations--Medical Classifications						Adaptations--Functional Classifications											
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	B/B-M	UL-S	UL-M	Br-S	Br-M	C-S	C-M	Act-S	Act-M

Duty:

1.1 Reviews established policies and procedures which apply to responsibilities

Sample Tasks:

1.1.1 Reviews camp goals and objectives
1.1.2 Reviews rules and regulations
1.1.3 Reviews general and emergency operating procedures

PREREQUISITES	RECOMMENDED TRAINING		
Skills: (ability to)	PRE-SERVICE	PRE-CAMP	INSERVICE

Job Camp Counselor

DUTY INFORMATION--SUMMARY FORM

MR No. 1
Duty No. 1.2

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LANG.
55	5	40		2	4	2	3

Adaptations--Medical Classifications						Adaptations--Functional Classifications											
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	B/B-M	UL-S	UL-M	Br-S	Br-M	C-S	C-M	Act-S	Act-M

Duty:

1.2 Identifies available camp resources

Sample Tasks:

1.2.1 Identifies camp and facilities areas
1.2.2 Inventories cabin equipment and supplies
1.2.3 Reports condition of equipment and supplies to proper staff person

PREREQUISITES	RECOMMENDED TRAINING		
Skills: (ability to)	PRE-SERVICE	PRE-CAMP	INSERVICE
1) locate each facility area		14	
2) systematically inventory equipment and supplies		12,16,20	
3) fill out forms		20	
4) follow operating procedures relating to reporting condition of equipment and supplies		9,13	
Knowledge : (of)			
1) camp area		13,14,16,22	
2) facilities available for program use; alternatives		13,14,17,20,22	
3) number of campers		11,18	
4) needed equipment and supplies (amts)		9	

Job Camp Counselor

DUTY INFORMATION--SUMMARY FORM

MR No. 1
Duty No. 1.2 cont'd

Duty:
1.2 Identifies available camp resources

PREREQUISITES	RECOMMENDED TRAINING		
Knowledge: (of)	PRE-SERVICE	PRE-CAMP	INSERVICE
5) optimum condition and minimum requirements for equipment		9,10,12	
6) safety hazards limiting use of areas		10,14,15,16	
7) operating procedures relating to equipment procurement and repair		9,13,16	
Behaviors:			
1) observant of condition of equipment and supplies			22
2) follows directions	0,7,8		

Job Camp Counselor

DUTY INFORMATION--SUMMARY FORM

MR No. 1
Duty No. 1.3

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LANG.
40	30	30		5	5	1	4

Adaptations--Medical Classifications						Adaptations--Functional Classifications											
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	B/B-M	UL-S	UL-M	Br-S	Br-M	C-S	C-M	Act-S	Act-M
X	X	X	X	X	X	X	X	X	X	X	X	X		X		X	

Duty:

1.3 Assesses camper needs

Sample Tasks:

1.3.1 Reviews camper information provided by supervisory staff
1.3.2 Talks with camper's parents to learn more about campers in unit
1.3.3 Talks with campers to learn more about their interests, values, expectations, fears, etc.
1.3.4 Observes campers as they interact with others and participate in activities
1.3.5 Records pertinent information from conversations and observations

PREREQUISITES	RECOMMENDED TRAINING		
Skills: (ability to)	PRE-SERVICE	PRE-CAMP	INSERVICE
1) read	0		
2) question parents in non-threatening manner	1,3,8		
3) encourage camper's input	1,3,4,7,8		
4) make objective observations of campers in relation to other campers and program			22,24,26
5) record information in ongoing records or logs		9,12,13,16,20	23
Knowledge: (of)			
1) campers assigned to unit		11,18	22
2) disabilities	1,3,4,5,6,7	9,10,11,16	22,23,24
3) camper's parents identity		11,18	22

Job Camp Counselor

DUTY INFORMATION--SUMMARY FORM

MR No. 1
Duty No. 1.3 cont'd

Duty:
1.3 Assesses camper needs

PREREQUISITES	RECOMMENDED TRAINING		
Knowledge: (of)	PRE-SERVICE	PRE-CAMP	INSERVICE
4) dynamics of interpersonal relationships	1,3,8	9,10,11,12,17,21	
5) camp organization for the purpose of gaining access to ongoing records and logs		9,13	
6) child development	1,3,7,8		
7) methods for recording information		9,12,13,16,20	23
Behaviors:			
1) tactful in conversation	4,7,8		
2) judge "pertinent" information	4,7,8	10,11,17	23,26
3) sensative to camper and parent communications	4,7,8		

Job Camp Counselor

DUTY INFORMATION--SUMMARY FORM

MR No. 2
Duty No. 2.1

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LANG.
45	20	35		4	5	3	4

Adaptations--Medical Classifications						Adaptations--Functional Classifications											
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	B/B-M	UL-S	UL-M	Br-S	Br-M	C-S	C-M	Act-S	Act-M
X	X	X	X	X	X	X	X	X	X	X	X	X		X		X	

Duty:

2.1 Develops plan for unit program

Sample Tasks:

2.1.1 Participates in staff meeting to develop objectives for individual campers
2.1.2 Develops objectives for unit program compatible with overall camp objectives and individual camper objectives
2.1.3 Determines activities which will be offered in unit program during allotted time for non-specified unit activities

PREREQUISITES	RECOMMENDED TRAINING		
Skills: (ability to)	PRE-SERVICE	PRE-CAMP	INSERVICE
1) communicate with other staff members at meetings	7,8	11,15,17	
2) develop objectives	1,3,4,7,8	9,10,11	
3) determine (select) activities	3,4,5,7,8	9,11,12	24,25
Knowledge: (of)			
1) individual camper's level of functioning		11,18,27	22,26
2) overall camp objectives		9,13	
3) individual camper objectives		11	22,23,25,26
4) unit activities	1,4,7,8	9,11,12	
5) time allotment for non-specific unit activities		9,13	23,25

Job Camp Counselor

DUTY INFORMATION--SUMMARY FORM

MR No. 2
Duty No. 2.1 cont'd

Duty:
2.1 Develops plan for unit program

PREREQUISITES	RECOMMENDED TRAINING		
Knowledge: (of)	PRE-SERVICE	PRE-CAMP	INSERVICE
6) schedule of mandatory activities--meals, ADL, rest period		9,13	
7) philosophy of camping (general and sponsor)	3,4,7	9,10,11,13	
Behaviors:			
1) use allotted time creatively	5,7,8		
2) communicate	0,1,4,7,8		

Job Camp Counselor

DUTY INFORMATION--SUMMARY FORM

MR No. 2
Duty No. 2.2

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LANG.
45	10	45		4	4	3	4

Adaptations--Medical Classifications						Adaptations--Functional Classifications											
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	B/B-M	UL-S	UL-M	Br-S	Br-M	C-S	C-M	Act-S	Act-M

Duty:

2.2 Communicates with staff and unit counselors about program planning

Sample Tasks:

2.2.1 Discusses program planning with other staff (problems, adaptation techniques, activity ideas)
2.2.2 Submits unit program plan to designated staff member for approval
2.2.3 Involves subordinate staff in group planning
2.2.4 Delegates preparatory tasks to campers and subordinate staff

PREREQUISITES	RECOMMENDED TRAINING		
Skills: (ability to)	PRE-SERVICE	PRE-CAMP	INSERVICE
1) communicate with staff	1,3,4,7	11	
2) follow directions in completing program plan	0	9,16	
3) follow directions when handing in program plan		9,13	
4) encourage subordinate staff to participate--draw on their strengths and experiences	7,8		
5) give directions--complete and thorough	4,7,8		
Knowledge: (of)			
1) program planning activities	1,3,4,5,7,8	9,11,12	
2) adaptive techniques	1,4,6,7,8	9,10,11,12	
3) camper problems with program		9,11,27	23,25,26

Job Camp Counselor

DUTY INFORMATION--SUMMARY FORM

MR No. 2
Duty No. 2.2 cont'd

Duty:
2.2 Communicates with staff and unit counselors about program planning

PREREQUISITES	RECOMMENDED TRAINING		
Knowledge: (of)	PRE-SERVICE	PRE-CAMP	INSERVICE
4) camp organizational structure		9,13	
5) interests of subordinate staff		11,18	11,18,22,26
6) activity prerequisites			25
7) capabilities of campers		27,11	22,26
8) strengths of subordinate staff (to be considered in delegating tasks)		11	22
9) location of needed equipment for preparatory tasks		9,14	22,23,25
Behaviors:			
1) communicate effectively	0,1,4,7,8		
2) follow directions	0,7,8		

Job Camp Counselor

DUTY INFORMATION--SUMMARY FORM

MR No. 2
Duty No. 2.3

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LANG.
55	5	40		4	3	3	3

Adaptations--Medical Classifications						Adaptations--Functional Classifications													
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	B/B-M	UL-S	UL-M	Br-S	Br-M	C-S	C-M	Act-S	Act-M		

Duty:

2.3 Plans ahead for all activities (Prepares)

Sample Tasks:

2.3.1 Arranges with designated staff member for use of special facilities, equipment, and supplies
2.3.2 Obtains necessary equipment and supplies
2.3.3 Identifies and reports obstacles affecting unit program plans (malfunctioning equipment, schedule conflicts)

PREREQUISITES	RECOMMENDED TRAINING		
Skills: (ability to)	PRE-SERVICE	PRE-CAMP	INSERVICE
1) set organizational priorities when planning		9,11	22,23,24,25
2) communicate with staff regarding use of equipment and facilities		9,13	
3) follow directions	0		
Knowledge: (of)			
1) available facilities, equipment, and supplies		9,13	25
2) staff members responsible for available facilities, equipment, and supplies		9,13	
3) methods for reporting difficulties		9,13	

Job Camp Counselor

DUTY INFORMATION--SUMMARY FORM

MR No. 2
Duty No. 2.3 cont'd

Duty:
2.3 Plans ahead for all activities (Prepares)

PREREQUISITES	RECOMMENDED TRAINING		
Behaviors:	PRE-SERVICE	PRE-CAMP	INSERVICE
1) communicates effectively	0,1,4,7,8		
2) follows directions	0,7,8		
3) organization	0,7,8		

Job Camp Counselor

DUTY INFORMATION--SUMMARY FORM

MR No. 3
Duty No. 3.1

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LANG.
55	15	30		2	3	2	3

Adaptations--Medical Classifications						Adaptations--Functional Classifications											
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	B/B-M	UL-S	UL-M	Br-S	Br-M	C-S	C-M	Act-S	Act-M

Duty:

3.1 Orients camper to camp life

Sample Tasks:

3.1.1 Provides camper with tour of physical facility
3.1.2 Acquaints camper with overall camp routine and activities
3.1.3 Acquaints camper with specific activities of unit program
3.1.4 Assigns camper responsibilities and sleeping facilities
3.1.5 Informs campers of general rules and regulations
3.1.6 Introduces campers to peers and staff
3.1.7 Relates camp history and traditions to campers
3.1.8 Explains own duties as counselor to campers

PREREQUISITES	RECOMMENDED TRAINING		
	PRE-SERVICE	PRE-CAMP	INSERVICE
Skills: (ability to)			
1) communicate, in an orderly fashion, all information to camper	0,3,4,7,8	17,20	
Knowledge: (of)			
1) physical facility		9,13,14	
2) camp routine and activities		9,13	
3) specific activities of unit program		9,11,13	
4) camper responsibilities		9,11,13	
5) sleeping arrangements		9,11,13	
6) general rules and regulations		9,11,13	
7) names of peers and staff		11,27	
8) history and tradition of camp		9,11,13	
9) own responsibilities		9,11,13	

Job Camp Counselor

DUTY INFORMATION--SUMMARY FORM

MR No. 3
Duty No. 3.1 cont'd

Duty:
3.1 Orients camper to camp life

PREREQUISITES	RECOMMENDED TRAINING		
Behaviors:	PRE-SERVICE	PRE-CAMP	INSERVICE
1) communicate effectively	0,1,4,7,8		
2) shows interest and understanding	0,1,4,7,8		

Job Camp Counselor

DUTY INFORMATION--SUMMARY FORM

MR No. 3
Duty No. 3.2

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LANG.
47	8	45		4	4	2	3

Adaptations--Medical Classifications						Adaptations--Functional Classifications											
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	B/B-M	UL-S	UL-M	Br-S	Br-M	C-S	C-M	Act-S	Act-M
X	X	X	X	X	X	X	X	X	X	X	X	X		X		X	

Duty:

3.2 Assists campers in housekeeping activities

Sample Tasks:

3.2.1 Organizes efficient housekeeping procedures for campers to follow
3.2.2 Delegates specific housekeeping responsibilities to each camper
3.2.3 Encourages camper to handle own housekeeping needs and problems
3.2.4 Assists campers with different housekeeping chores
3.2.5 Monitors campers' housekeeping performance
3.2.6 Discusses with campers care and respect for personal belongings

PREREQUISITES	RECOMMENDED TRAINING		
Skills: (ability to)	PRE-SERVICE	PRE-CAMP	INSERVICE
1) organize chores	4,7,8	9,11	
2) encourage campers to participate	4,5,7,8		
3) perform housekeeping chores	8	9,11,12	
4) keep records (mental or otherwise) of who is participating in housekeeping	0,8		
5) communicate	0,1,4,7,8		
Knowledge: (of)			
1) housekeeping requirements		9,13	
2) camper's capabilities		11,27	
3) each camper's housekeeping needs and problems		9,10,11,12,27	23,26
4) who does what			22,23

Job Camp Counselor

DUTY INFORMATION--SUMMARY FORM

MR No. 3
Duty No. 3.3

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LANG.
35	10	55		4	5	2	3

Adaptations--Medical Classifications						Adaptations--Functional Classifications											
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	B/B-M	UL-S	UL-M	Br-S	Br-M	C-S	C-M	Act-S	Act-M
X	X	X	X	X	X	X	X	X	X	X	X	X		X		X	

Duty:

3.3 Employs appropriate leadership techniques

Sample Tasks:

3.3.1 Instructs campers in various skill areas (nature crafts, ADL, swimming, music/drama, athletics)
3.3.2 Leads group activities (games, discussions, singing)
3.3.3 Leads individual activities
3.3.4 Carries out intended programs for individuals and groups
3.3.5 Teaches skills in a progressive sequence

PREREQUISITES	RECOMMENDED TRAINING		
Skills: (ability to)	PRE-SERVICE	PRE-CAMP	INSERVICE
1) instruct campers	1,2,3,4,5,7,8		
2) lead group activities	1,2,3,4,5,7,8		
3) lead individual activities	1,2,3,4,5,7,8		
4) give directions	4,5,7,8		
5) break down activities into skill sequences	1,3,4,7	9,10,11,12	
Knowledge: (of)			
1) skill areas	1,2,4,5,7,8	9,12	
2) group activities (ideas and options)	0,1,2,3,4,5,7,8	9,10,11,12,13	
3) individual activities (ideas and options)	0,1,2,3,4,5,7,8	9,10,11,12,13	
4) leadership techniques	0,1,3,4,7	10,11,17	
5) sequences involved in skills	0,3,4,7,8	9,10,11,12	

Job Camp Counselor

DUTY INFORMATION--SUMMARY FORM

MR No. 3
Duty No. 3.2 cont'd

Duty:
3.2 Assists campers in housekeeping activities

PREREQUISITES	RECOMMENDED TRAINING		
Knowledge: (of)	PRE-SERVICE	PRE-CAMP	INSERVICE
5) camper's values concerning personal belongings			22,23
6) what belongs to whom			22
Behaviors:			
1) communicate	0,1,4,7,8		
2) organization	4,7,8		

Job Camp Counselor

DUTY INFORMATION--SUMMARY FORM

MR No. 3
Duty No. 3.3 cont'd

Duty:

3.3 Employs appropriate leadership techniques

PREREQUISITES	RECOMMENDED TRAINING		
Behaviors:	PRE-SERVICE	PRE-CAMP	INSERVICE
1) communicate with campers individually	8		
2) communicate with campers in groups	8		
3) patience	8		
4) organization and planning	0,1,4,7,8		

Job Camp Counselor

DUTY INFORMATION--SUMMARY FORM

MR No. 3
Duty No. 3.4

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LANG.
30	25	45		4	5	2	3

Adaptations--Medical Classifications						Adaptations--Functional Classifications											
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	B/B-M	UL-S	UL-M	Br-S	Br-M	C-S	C-M	Act-S	Act-M
X	X	X	X	X	X	X	X	X	X	X	X	X		X		X	

Duty:

3.4 Adjusts activities to meet special needs of campers

Sample Tasks:

3.4.1 Provides appropriate activities when program schedule is changed
3.4.2 Directs activities that provide success for campers with varying levels and types of physical disabilities
3.4.3 Provides physical assistance to campers who need extra help to participate in activities

PREREQUISITES	RECOMMENDED TRAINING		
Skills: (ability to)	PRE-SERVICE	PRE-CAMP	INSERVICE
1) provide activities for campers on short notice	1,4,7,8	9,11	
2) break down activities into skill sequences	1,3,4,7	9,10,11,12	
3) determine when and where assistance is needed		9,10,11,12	22,23,24
4) provide assistance when appropriate	4,5,7,8	9,11,17	
Knowledge: (of)			
1) activity ideas	0,1,2,3,4,5,7,8	9,12	
2) program changes			25
3) campers' level of functioning--capabilities		11,18,27	22

Job Camp Counselor

DUTY INFORMATION--SUMMARY FORM

MR No. 3
Duty No. 3.4 cont'd

Duty:
3.4 Adjusts activities to meet special needs of campers

PREREQUISITES	RECOMMENDED TRAINING		
Behaviors:	PRE-SERVICE	PRE-CAMP	INSERVICE
1) flexibility	4,7,8		
2) creativity	4,7,8		
3) sensativity	4,7,8		
4) communication	8		

Job Camp Counselor

DUTY INFORMATION--SUMMARY FORM

MR No. 3
Duty No. 3.5

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LANG.
65	15	20		2	3	3	3

Adaptations--Medical Classifications						Adaptations--Functional Classifications											
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	B/B-M	UL-S	UL-M	Br-S	Br-M	C-S	C-M	Act-S	Act-M

Duty:

3.5 Assists in closing camp at the end of the season

Sample Tasks:

3.5.1 Inventories unit equipment and supplies
3.5.2 Follows instructions on storage, return, and disposal of equipment and supplies in unit
3.5.3 Prepares cabin for closing
3.5.4 Reports condition of equipment and facility to designated person
3.5.5 Assists in other assigned areas with closing tasks

PREREQUISITES	RECOMMENDED TRAINING		
Skills: (ability to)	PRE-SERVICE	PRE-CAMP	INSERVICE
1) reorganize and count equipment and supplies	0		9
2) follow directions	0,7,8		
Knowledge: (of)			
1) equipment and supplies		9	9
2) inventory procedures			9
3) closing procedures			9
4) organizational structure		9,11,13	
5) instructions on storage, return, and disposal of equipment and supplies			9
Behaviors:			
1) flexibility	4,7,8		
2) follow directions	0,7,8		

Job Camp Counselor

DUTY INFORMATION--SUMMARY FORM

MR No. 4
Duty No. 4.1

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LANG.
40	30	30		2	5	2	4

Adaptations--Medical Classifications						Adaptations--Functional Classifications											
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	B/B-M	UL-S	UL-M	Br-S	Br-M	C-S	C-M	Act-S	Act-M
X	X	X	X	X	X	X	X	X	X	X	X	X		X		X	

Duty:

4.1 Provides a healthy environment for campers

Sample Tasks:

4.1.1 Inspects campers daily for illness and injuries
4.1.2 Directs campers to wear clothing appropriate for varying activities and weather conditions
4.1.3 Encourages proper eating and rest habits
4.1.4 Supports nurse in monitoring medications and special medical needs
4.1.5 Employs appropriate measures to prevent sickness and injury
4.1.6 Discusses proper health standards with campers
4.1.7 Reports real and suspected injuries and illnesses to camp nurse

PREREQUISITES	RECOMMENDED TRAINING		
Skills: (ability to)	PRE-SERVICE	PRE-CAMP	INSERVICE
1) observe and take appropriate action concerning health		9,10,11	22,23,24
2) inform campers of health related matters		9,11,13	22,23,24
3) report health problems as appropriate		9,11,13	23
Knowledge: (of)			
1) signs of ilness and injury		9,10,11,18	22,23
2) program schedule appropriate dress		9,11,13,18	23,25
3) proper eating and rest habits		9,10,11,13	22,23
4) special nutritional and rest requirements of individual campers		27	22,26
5) individual medication and treatment needs		27,18	18

Job Camp Counselor

DUTY INFORMATION--SUMMARY FORM

MR No. 4
Duty No. 4.1 cont'd

Duty:
4.1 Provides a healthy environment for campers

PREREQUISITES	RECOMMENDED TRAINING		
Knowledge: (of)	PRE-SERVICE	PRE-CAMP	INSERVICE
6) special consideration for medication and treatment needs		27,18	18
7) medication and treatment schedule		9	9,25
8) preventative measures related to health and safety		9,11,14	9,25
9) importance of camper health maintenance		9,11	
10) reporting methods pertaining to health		9,13	
Behaviors:			
1) observe	4,7,8		
2) communicate	4,7,8		
3) discriminate	4,7,8		
4) objectivity	4,7,8		
5) judgment	4,7,8		

Job Camp Counselor DUTY INFORMATION--SUMMARY FORM MR No. 4
Duty No. 4.2

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LANG.
35	30	35		3	5	2	

Adaptations--Medical Classifications						Adaptations--Functional Classifications											
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	B/B-M	UL-S	UL-M	Br-S	Br-M	C-S	C-M	Act-S	Act-M
X	X	X	X	X	X	X	X	X	X	X	X	X		X		X	

Duty:

4.2 Supervises safety of campers

Sample Tasks:

4.2.1 Provides adequate supervision of campers at all times
4.2.2 Informs camper of safety rules and regulations
4.2.3 Provides emergency first aid for injured campers
4.2.4 Enforces safety rules and regulations
4.2.5 Monitors safety level of camp area and equipment used by own campers
4.2.6 Takes necessary emergency action when campers are endangered
4.2.7 Reports accidents immediately to appropriate authority
4.2.8 Instructs campers in appropriate safety procedures, i.e., emergencies, fire drills, seizures

PREREQUISITES	RECOMMENDED TRAINING		
Skills: (ability to)	PRE-SERVICE	PRE-CAMP	INSERVICE
1) interpret safety rules and regulations to campers			11,12,14
2) provide emergency first aid	1,2,3	9,12,17	
3) enforce safety rules and regulations			23,24
4) implement preventative safety plan		9,11	23,24
5) handle emergency situations appropriately		9,10,11,12	23,24
6) report accidents according to appropriate procedures		9,14	
7) inform campers of emergency procedures		9,14	11,12,20
Knowledge: (of)			
1) safety rules and regulations		9	
2) emergency first aid	1,2,3	9,10,11,12	

Job Camp Counselor

DUTY INFORMATION--SUMMARY FORM

MR No. 4
Duty No. 4.2 cont'd

Duty:
4.2 Supervises safety of campers

PREREQUISITES	RECOMMENDED TRAINING		
Knowledge: (of)	PRE-SERVICE	PRE-CAMP	INSERVICE
3) safety factors to watch for		9,10,11,12,14	
4) emergency procedures		9,14	
5) accident reporting procedures		9,14	
Behaviors:			
1) observant, alert	8		
2) calm	4,7,8		
3) mature judgment	4,7,8		

Job Camp Counselor

DUTY INFORMATION--SUMMARY FORM

MR No. 4
Duty No. 4.3

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LANG.
25	37.5	37.5		5	5	2	4

Adaptations--Medical Classifications						Adaptations--Functional Classifications											
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	B/B-M	UL-S	UL-M	Br-S	Br-M	C-S	C-M	Act-S	Act-M

Duty:

4.3 Supports campers emotionally

Sample Tasks:

4.3.1 Removes extremely upset camper from peers
4.3.2 Individually counsels camper
4.3.3 Counsels group regarding individual problems
4.3.4 Assists homesick campers
4.3.5 Recognizes need for additional staff assistance

PREREQUISITES	RECOMMENDED TRAINING		
Skills: (ability to)	PRE-SERVICE	PRE-CAMP	INSERVICE
1) recognize campers having emotional problems	4,7,8	9,10,11,17,27	22,23
2) implement appropriate technique in dealing with emotional problems		9,10,11	22,23
3) seek help at appropriate times and in appropriate manner		9,11,13	22,23,24,26
Knowledge: (of)			
1) emotional problems common to camp		9,10,11	
2) methods in dealing with problems		9,10,11	
3) own limitations	7,8		
4) available resources for assistance		9,10,11	

Job Camp Counselor

DUTY INFORMATION--SUMMARY FORM

MR No. 4
Duty No. 4.3 cont'd

Duty:
4.3 Supports campers emotionally

PREREQUISITES	RECOMMENDED TRAINING		
Behaviors:	PRE-SERVICE	PRE-CAMP	INSERVICE
1) sensitivity to campers' emotional needs	4,7,8		
2) mature judgment	4,7,8		
3) control own emotional (temper)	4,7,8		
4) listen empathetically	4,7,8		

Job Camp Counselor

DUTY INFORMATION--SUMMARY FORM

MR No. 4
Duty No. 4.4

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LANG.
25	40	35		5	5	2	4

Adaptations--Medical Classifications						Adaptations--Functional Classifications											
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	B/B-M	UL-S	UL-M	Br-S	Br-M	C-S	C-M	Act-S	Act-M

Duty:
4.4 Manages camper behavior problems

Sample Tasks:
4.4.1 Responds appropriately to undesirable camper behavior
4.4.2 Explains to camper consequences of their inappropriate actions
4.4.3 Reinforces appropriate camper behavior
4.4.4 Communicates to campers benefits of their appropriate behavior
4.4.5 Obtains needed support and assistance for handling special behavior problems
4.4.6 Refers campers with special problems to higher authority
4.4.7 Enforces rules regarding camper conduct
4.4.8 Mediates conflict(s) between campers
4.4.9 Administers punishment as specified in rules and regulations when necessary
4.4.10 Handles behavior problems on an individual basis

PREREQUISITES	RECOMMENDED TRAINING		
Skills: (ability to)	PRE-SERVICE	PRE-CAMP	INSERVICE
1) apply behavior management techniques		9,10,11	20,22,23,24
2) enforce rules and regulations as applied to camper conduct			20,23,24
3) obtain assistance when needed			23,24
4) communicate effectively with campers	4,7,8		
Knowledge: (of)			
1) rules and regulations as applied to camper conduct		9,13	
2) behavior management techniques	1,3,4,7,8	9,10,11	
3) camp organization--who to go to for help		9,16	
4) rules and regulations pertaining to punishment		9,13	

Job Camp Counselor

DUTY INFORMATION--SUMMARY FORM

MR No. 4
Duty No. 4.4 cont'd

Duty:
4.4 Manages camper behavior problems

	RECOMMENDED TRAINING		
PREREQUISITES	PRE-SERVICE	PRE-CAMP	INSERVICE
Knowledge: (of)			
5) behavior problems common to camp		9,11	
Behaviors:			
1) consistent behavior			23,24
2) objectivity	8		
3) controlled temper	7,8		
4) mature judgment	4,7,8		
5) observant of campers	4,7,8		
6) sensitivity to camper feelings	4,7,8		

Job Camp Counselor

DUTY INFORMATION--SUMMARY FORM

MR No. 4
Duty No. 4.5

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LANG.
25	40	35		5	5	2	4

Adaptations--Medical Classifications						Adaptations--Functional Classifications											
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	B/B-M	UL-S	UL-M	Br-S	Br-M	C-S	C-M	Act-S	Act-M
X	X	X	X	X	X	X	X	X	X	X	X	X		X		X	

Duty:

4.5 Assists camper to be more self-directive

Sample Tasks:

4.5.1 Allows campers to express and act on likes and dislikes
4.5.2 Helps camper to recognize own abilities
4.5.3 Assigns individual responsibilities to campers
4.5.4 Discusses individual responsibilities with campers
4.5.5 Provides opportunities for campers to make, act on, and evaluate their own decisions

PREREQUISITES	RECOMMENDED TRAINING		
Skills: (ability to)	PRE-SERVICE	PRE-CAMP	INSERVICE
1) use motivation techniques with individual		9,10,11	20,22,23,24
2) identify campers special needs, interests, and abilities		11,27	22,26,25
Knowledge: (of)			
1) motivation techniques	1,3,4,7,8	11,27	
2) camper's interests, needs, and abilities		11,27,22	11,22,25
3) child development	1,4,5,7,8		
Behaviors:			
1) sincerity	4,7,8		
2) sensitivity to individuals	4,7,8		
3) enthusiasm	4,7,8		
4) creativity	4,7,8		

Job Camp Counselor

DUTY INFORMATION--SUMMARY FORM

MR No. 4
Duty No. 4.6

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LANG.
25	40	30		5	5	2	4

Adaptations--Medical Classifications						Adaptations--Functional Classifications											
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	B/B-M	UL-S	UL-M	Br-S	Br-M	C-S	C-M	Act-S	Act-M

Duty:

4.6 Motivates camper to participate fully in the program

Sample Tasks:

4.6.1 Assists campers in selecting personal goals
4.6.2 Encourages friendly competition between living unit groups
4.6.3 Employs incentive system with camper unit
4.6.4 Provides a schedule of coming events
4.6.5 Assigns special tasks to campers related to using their special abilities
4.6.6 Encourages campers to try new activities
4.6.7 Discusses program goals and upcoming activities with campers
4.6.8 Praises campers for personal efforts and achievements
4.6.9 Involves campers in planning, goal setting, and evaluation for unit program

PREREQUISITES	RECOMMENDED TRAINING		
Skills: (ability to)	PRE-SERVICE	PRE-CAMP	INSERVICE
1) select and use motivation techniques for maximum program participation			20,23,24
Knowledge: (of)			
1) motivation techniques that can be applied to program participation	1,3,4,7,8	9,10,11	
2) campers' interests, needs, & abilities		11,27	22,23
3) camp's activities		9,10,11,12,13	
Behaviors:			
1) enthusiasm	4,7,8		
2) creativity	4,7,8		
3) sensitivity to campers	4,7,8		

Job Camp Counselor

DUTY INFORMATION--SUMMARY FORM

MR No. 4
Duty No. 4.7

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LANG.
25	40	35		5	5	2	4

Adaptations--Medical Classifications						Adaptations--Functional Classifications											
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	B/B-M	UL-S	UL-M	Br-S	Br-M	C-S	C-M	Act-S	Act-M
X	X	X	X	X	X	X	X	X	X	X	X	X		X		X	

Duty:

4.7 Promotes social interactions, i.e., camper/camper and camper/ staff

Sample Tasks:

4.7.1 Encourages campers to communicate with other campers
4.7.2 Encourages camper to communicate with staff
4.7.3 Encourages campers to be good listeners
4.7.4 Provides opportunities for socialization
4.7.5 Promotes group decision making

PREREQUISITES	RECOMMENDED TRAINING		
Skills: (ability to)	PRE-SERVICE	PRE-CAMP	INSERVICE
1) facilitate group interaction			20,23,24
2) facilitate group action			20,23,24
Knowledge: (of)			
1) group dynamics	1,3,4,7,8	9,10,11,12,21	
2) methods of promoting socialization	1,3,4,7,8	9,10,11,12	
Behaviors:			
1) relinquish responsibilities as leader without losing control of group	4,7,8		
2) sensitivity	4,7,8		

Job Camp Counselor

DUTY INFORMATION--SUMMARY FORM

MR No. 4
Duty No. 4.8

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LANG.
15	75	10		4	3	1	3

Adaptations--Medical Classifications						Adaptations--Functional Classifications													
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	B/B-M	UL-S	UL-M	Br-S	Br-M	C-S	C-M	Act-S	Act-M

Duty:

4.8 Sets proper example for campers and subordinate staff to follow

Sample Tasks:

4.8.1 Maintains good personal appearance, health, and physical fitness
4.8.2 Expresses prejudicial-free attitudes
4.8.3 Expresses positive attitude toward activities
4.8.4 Follows camp rules and regulations
4.8.5 Uses proper language and manners
4.8.6 Participates in all camp functions

PREREQUISITES	RECOMMENDED TRAINING		
Skills: (ability to)	PRE-SERVICE	PRE-CAMP	INSERVICE
1) serve as model for campers and staff			20,23,24
Knowledge: (of)			
1) good grooming	0,8		
2) personal health maintenance	0,8		
3) physical fitness	0,1,3		
4) camp rules and regulations--staff conduct		9,11,13	
5) modeling behavior--its importance and how to do	1,4,7,8	9,10,11	
Behaviors:			
1) responsible	4,7,8		
2) mature judgment	4,7,8		
3) enthusiasm	4,7,8		
4) non-prejudicial	4,7,8		

Job Camp Counselor

DUTY INFORMATION--SUMMARY FORM

MR No. 4
Duty No. 4.9

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LANG.
35	35	35		3	4	2	4

Adaptations--Medical Classifications						Adaptations--Functional Classifications											
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	B/B-M	UL-S	UL-M	Br-S	Br-M	C-S	C-M	Act-S	Act-M

Duty:

4.9 Cooperates with other staff

Sample Tasks:
4.9.1 Meets with camp staff to discuss own duties and responsibilities
4.9.2 Plans and conducts camp-wide events with other staff
4.9.3 Assists program specialists (work under their supervision)
4.9.4 Assumes responsibilities of counselors who are absent
4.9.5 Combines program units for special events
4.9.6 Participates in pre- and post-camp responsibilities
4.9.7 Assumes special duty assignments (night duty, kitchen duty, and other)
4.9.8 Trains and supervises assistant personnel (junior counselors, aides, volunteers)
4.9.9 Reinforces other staff in their performance
4.9.10 Executes directives of supervisors

PREREQUISITES	RECOMMENDED TRAINING		
Skills: (ability to)	PRE-SERVICE	PRE-CAMP	INSERVICE
1) plan and implement camp-wide events with staff			25
2) completes duties outside unit areas			20,23
3) train and supervise subordinate staff			20,23,24
4) communicate with other staff			25,18
Knowledge:			
1) duties and responsibilities of other camp staff		9,11,13	18,22,26
2) campers in other units			22
3) duties and responsibilities outside unit		9,11,13	20,23,24
4) program specialist's needs		9,11	18,22,25
5) programming activities of other units			11,18,25

Job Camp Counselor

DUTY INFORMATION--SUMMARY FORM

MR No. 4
Duty No. 4.9 cont'd

Duty:
4.9 Cooperates with other staff

PREREQUISITES	RECOMMENDED TRAINING		
	PRE-SERVICE	PRE-CAMP	INSERVICE
6) activities, etc., performed by other staff		9,11,13	18,22,25
7) follow directions	0,3,4,7,8		
8) needs of assistants		9,11	18,22,25
Behaviors:			
1) cooperativeness	4,7,8		
2) enthusiasm	4,7,8		
3) responsible	4,7,8		

Job Camp Counselor   **DUTY INFORMATION--SUMMARY FORM**   MR No. 5
Duty No. 5.1

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LANG.
35	25	40		3	5	3	4

Adaptations--Medical Classifications						Adaptations--Functional Classifications											
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	B/B-M	UL-S	UL-M	Br-S	Br-M	C-S	C-M	Act-S	Act-M
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Duty:

5.1 Evaluates camper

Sample Tasks:

5.1.1 Records data from observations of campers in various activities
5.1.2 Evaluates camper progress and problems using methods and forms specified by camp authority
5.1.3 Prepares camper progress reports
5.1.4 Prepares summative reports for staff and parents at end of program
5.1.5 Works with other staff regarding progress and problems of campers

PREREQUISITES	RECOMMENDED TRAINING		
Skills: (ability to)	PRE-SERVICE	PRE-CAMP	INSERVICE
1) observe campers objectively while participating		17	20,22,23
2) record observations		17,20	23,24
3) identify problems	9,17	22,23	
4) draw conclusions after comparing initial observations and ongoing and final		10,11,17,20	23,24,25
5) communicate effectively/tactfully in writing	4,7,8		
6) interact with staff in problem-solving exercises	1,3,4,7,8	10,11,15,17	23,24,25

Job Camp Counselor

DUTY INFORMATION--SUMMARY FORM

MR No. 5
Duty No. 5.1 cont'd

Duty:
5.1 Evaluates camper

PREREQUISITES	RECOMMENDED TRAINING		
	PRE-SERVICE	PRE-CAMP	INSERVICE
Knowledge: (of)			
1) camper's performance at various activities		27	22,23
2) camper's initial level of performance		27	22,23
3) methods of evaluation	1,3,4,7	9,10,11,15,23,24	25
4) forms for evaluation		9,13,16	23,25
5) staff having contact with camper			23,25,11
Behaviors:			
1) tactful communication	7,8		
2) judge objectively	7,8		

Job Camp Counselor

DUTY INFORMATION--SUMMARY FORM

MR No. 5
Duty No. 5.2

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LANG.
35	20	45		5	5	3	4

Adaptations--Medical Classifications						Adaptations--Functional Classifications											
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	B/B-M	UL-S	UL-M	Br-S	Br-M	C-S	C-M	Act-S	Act-M
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Duty:

5.2 Evaluates camp program

Sample Tasks:

5.2.1 Provides for ongoing input from subordinate staff and campers
5.2.2 Utilizes feedback from campers and staff to modify activities in unit program
5.2.3 Relays feedback from campers and staff to program specialists and other staff
5.2.4 Evaluates camp-wide events with other staff
5.2.5 Assists in evaluation of overall camp program
5.2.6 Writes ongoing and final reports on camp and unit program as assigned

PREREQUISITES	RECOMMENDED TRAINING		
Skills: (ability to)	PRE-SERVICE	PRE-CAMP	INSERVICE
1) elicit feedback relating to own program	1,7,8		
2) implement feedback relating to unit program		9,17,21	23
3) relay feedback		9,12,17,21	23,24
4) record observations		9,12,20	23
5) share observations (discuss)		9,12,17,20,21	23,24,25
6) observe program			23,25
Knowledge: (of)			
1) camper, staff, activities			13,27,22
2) camp organizational structure		9,13,17	23
3) evaluative techniques and recording procedures	7,8	1,3,4,6,7	9,10,11,17,20
4) goals and objectives of camp		9,11,13	

Job Camp Counselor

DUTY INFORMATION--SUMMARY FORM

MR No. 5
Duty No. 5.2 cont'd

Duty:
5.2 Evaluates camp program

PREREQUISITES	RECOMMENDED TRAINING		
Behaviors:	PRE-SERVICE	PRE-CAMP	INSERVICE
1) tact	4,7,8		
2) objectivity	4,7,8		
3) observant	4,7,8		
4) sensitive to camper's comments; staff comments	4,7,8		

Job Camp Counselor

DUTY INFORMATION--SUMMARY FORM

MR No. 5
Duty No. 5.3

KNOWLEDGE	BEHAVIOR	SKILLS		INSTR.	REAS.	MATH	LANG.
40	15	45		3	4	2	3

Adaptations--Medical Classifications						Adaptations--Functional Classifications													
Neuro	Resp	Cardi/Hem	Meta	Ortho	Other	Mob-S	Mob-M	B/B-S	P/B-M	UL-S	UL-M	Br-S	Br-M	C-S	C-M	Act-S	Act-M

Duty:

5.3 Conducts self-evaluation

Sample Tasks:

5.3.1 Evaluates personal growth in activity skills
5.3.2 Evaluates personal growth in interpersonal skills
5.3.3 Evaluates personal growth in attitude, i.e., campers, own ability, staff
5.3.4 Identifies individual future training needs
5.3.5 Accepts evaluation of others to improve performance and attitude

PREREQUISITES	RECOMMENDED TRAINING		
Skills: (ability to)	PRE-SERVICE	PRE-CAMP	INSERVICE
1) improve activity skills	0,1,3,4,5,7,8, 2 (swimming)		
2) improve interpersonal skills	1,3,4,5,7,8	10,11,17,21	
3) establish goals		11,22	
4) evaluate progress by comparing status to objectives			
Knowledge: (of)			
1) activity skills--what are they; how to improve	0,1,3,4,7,8		
2) interpersonal skills--what are they; how to improve	0,1,3,4,5,7,8	10,11,17,21	
3) goals and objectives for self		11,22	
4) if or how you have grown		22,26	

Job Camp Counselor

DUTY INFORMATION--SUMMARY FORM

MR No. 5
Duty No. 5.3 cont'd

Duty:
5.3 Conducts self-evaluation

PREREQUISITES	RECOMMENDED TRAINING		
	PRE-SERVICE	PRE-CAMP	INSERVICE
Behaviors:			
1) objectivity	7,8		
2) critical of self			
3) honest with self			

APPENDIX E

INITIAL PROTOTYPE TRYOUT OF CAMP COUNSELOR TRAINING MATERIALS

PROTOTYPE TRYOUT

The following report presents the procedures used to conduct the initial prototype tryout of Project REACH's Camp Counselor Training Program and the results of the tryout.

Procedures

Project REACH's initial prototype tryout was conducted as part of the formative evaluation process, its primary purpose being to obtain evaluative feedback regarding possible improvements or revisions for the Camp Counselor Training Program. The tryout was conducted between October 18 and November 21, 1977, utilizing eighteen (18) students enrolled in two recreation classes at the University of Kentucky. This group was chosen as a representative sample of potential users of the Camp Counselor Training Program. The participant group was comprised of twelve (12) females and six (6) males with a mean age of twenty-two (22). There were three (3) graduate students, eleven (11) seniors, three (3) juniors and one (1) sophomore in the group composed of nine (9) therapeutic recreation majors, eight (8) recreation and park majors, and one (1) music therapy major.

A formal presentation of Project REACH's purpose and goals was delivered to the combined recreation classes on October 18, 1977, and included a description of the project's overall evaluation process, and the participant's role and responsibilities in that process. A packet of materials was given to each participant explaining his or her responsibilities and the procedures to be used. Copies of these materials are presented in Appendix A.

Modules 1 and 2 of the Camp Counselor Training Program are designed to be mailed to trainees and completed individually prior to attending pre-camp training. Following the presentation, participants received Module 1 to take home and individually complete during the next week. Each participant was instructed to follow the directions provided in the Module and "work through" the activities. In addition, they were instructed to carefully examine the Module noting strengths, weaknesses, and problems or errors. It was stressed that each participant's opinion was important and that the staff was interested in all their reactions and observations. Upon concluding Module 1, participants completed a "Participant Evaluation Questionnaire," which sought to determine the participant's general attitude and opinions toward the Module. In addition to the questionnaire, each student was individually interviewed regarding his or her experience with the Module. These interviews were conducted by the research associate and project graduate assistants with each interview lasting approximately one hour.

Subject reactions to the Module were discussed during the interview with the interviewer able to follow up questions and probe issues in detail. An interview schedule served as a guide for the interviewer. Copies of the evaluation questionnaire and the interview schedule are contained in Appendix B.

Upon completion of the first interview the participants received Module 2 and repeated the process of individually "working through" the Module noting any strengths, weaknesses, or problems, and completing a second "Participant Evaluation Questionnaire."

A second individual interview was conducted with each participant to discuss Module 2 in detail. An interview schedule was also used with the second interview. A copy of this schedule is included in Appendix B.

Modules 3, 5, and 6 are designed to be completed in camp as part of pre-camp training and involve more group and experience oriented learning activities. To more effectively evaluate these modules, participants examined them during one of two, four-hour field experiences held on November 20 and 21, 1977, at Castlewood Park in Lexington, Kentucky. This site was chosen because of its proximity to the University and for its approximation of a residential camp facility setting. Upon beginning the field experience, participants completed selected learning activities from Module 3 before breaking down into small groups to review and react to the overall Module. Project staff served as group leaders presenting an overview of the Module and then examining individual units of instruction more closely. The group leaders had participants "work through" activities and react to all parts of the unit

RESULTS

The following sections present results of the initial prototype tryout procedures.

The First Participant Evaluation Questionnaire

The initial Participant Evaluation Questionnaire revealed a mixed reaction to Module 1. All of the participants found Module 1 to be at least somewhat interesting, with six (6) percent responding that the Module was "extremely interesting," forty-one (41) percent "interesting," and thirty-five (35) percent "somewhat interesting." When asked if they learned anything from Module 1, eighty-nine (89) percent responded yes with eighteen (18) percent of these participants saying they learned a "great deal." Regarding the question of whether the content of the Module was important, fifty-nine (59) percent indicated that they thought the content was "important" or "very important." However, thirty-five (35) percent felt that the content was "generally unimportant." The participants were widely split on the question of the difficulty of the content with forty-one (41) percent responding that it was "just about right," thirty-five (35) percent responding "somewhat easy," and twenty-four (24) percent indicating "somewhat difficult." After working through the Module, eighty-three (83) percent felt that they understood the concept of camping for the physically disabled.

In describing the work load imposed by Module 1, twenty-four (24) percent felt it was "just about right," fifty-three (53) percent regarded it as "heavy," and twenty-four (24) percent thought it to be "extremely heavy." The majority of participants felt that the material was paced appropriately with forty-seven (47) percent feeling it was "just right." In addition, twelve (12) percent thought the Module was paced too slowly. However, forty-two (42) percent indicated the materials were paced either "too fast" or "much too fast."

The participants generally felt that a sufficient number and variety of learning and alternate activities were presented in the Module, with seventy-six (76) percent responding in this manner.

A majority of participants found Module 1 to be confusing with eighty-two percent indicating "confusing" or "very confusing." Only eighteen (18) percent of the participants stated the module was "clear" or "very clear." In addition, seventy-six (76) percent thought the directions for Module 1 were "slightly" or "very confusing." And sixty-five (65) percent felt the format of the Module was "confusing" or "very confusing." When questioned about the flow charts, forty-one (41) percent of the respondents found them either "slightly" or "very confusing."

Response to the behavioral objectives was positive, with eighty-two (82) percent of the participants feeling the behavioral objectives were clear and seventy-seven (77) percent feeling they were realistic. The tests used in Module 1 were well received with thirty-five (35) percent indicating they were "somewhat fair," forty-seven (47) percent "fair," and eighteen (18) percent very fair. Additionally, seventy-six (76) percent of the participants felt the overall purpose and goal of Module 1 was presented clearly. However, only fifty-three (53) percent of the participants indicated that enough information was presented to allow them to work through the Module independently. The Module was free of racial and sexual bias according to eighty-eight (88) percent of the participants.

Most of the participants experienced difficulty with the work materials, with eighty-two (82) percent indicating so and fifty-three (53) percent indicating difficulty in completing learning activities.

When asked to give their overall impression of Module 1, forty-one (41) percent responded that it was "good" and fifty-nine (59) percent, "fair."

In summation, the "Participant Evaluation Questionnaire," revealed that the content of Module 1 was well received with numerous positive remarks made regarding the importance of the content. However, most participants experienced a great deal of confusion attempting to complete the Module with the directions and format highly criticized as being confusing and unorganized.

The First Series of Interviews

Results of the first series of interviews supported the findings of the "Participant Evaluation Questionnaire" with participants responding that the content of Module 1 was interesting, well presented and contained a lot of new information for most of the participants. They felt the information would be usable in their professional endeavors with one participant reporting that knowing the information should give the camp counselor trainee more confidence before coming to pre-camp training.

The participants reported a great deal of confusion and frustration upon attempting to complete the Module citing as the problem, inadequate directions regarding both the location of materials throughout the Module, and how to use them. Most participants thought the size of the Module was rather imposing making them apprehensive. In addition, they reported that the format and sequencing of materials also caused confusion. The majority of participants spent four (4) hours working through Module 1 specifying that approximately one-third (1/3) of that time was spent attempting to determine what to do, and where to locate both worksheets and the manuscript.

It was discovered that most participants did not have a clear understanding of competency-based instruction and its characteristics.

Most participants did not understand the flow charts and therefore, the overall process regarding the use and completion of the Module. They had difficulty understanding how the Module fit together and how to use it effectively.

Generally, the response to the manuscript was good with participants feeling that it was well written and easily understood. However, many participants had difficulty locating the manuscript. In fact, they reported being "surprised and relieved" when they did find it because it allowed them to answer questions. Some participants who had had camping experience felt the module was very basic, while those without camping experience thought it was difficult. Still, others felt the manuscript should be broken down into sections dealing with each unit of instruction.

Many participants indicated that the behavioral objectives were difficult to find. A suggestion was made to combine all behavioral objectives in one place. Others characterized the behavioral objectives as overwhelming, "difficult to understand," and "too business-like."

Some participants felt the learning activities were too long and, at times, unreasonable. Upon questioning, most participants revealed that they did not attempt alternate or enriching activities citing both lack of directions and not understanding the purpose of these activities.

Many participants who read the alternate and enriching activities questioned whether anyone would actually complete them. In fact, many complained that they did not understand "technical terms" such as, remediation, activity, or alternate activity.

In addition, the content outline was not used by most participants with suggestions being made that it was not necessary. Headings and boxes at the top of each page, used to identify the modules seemed to confuse the participants during the tryout.

Thus, the results of the interviews seem to corraborate the findings of the "Participant Evaluation Questionnaire" that the basic content of Module 1 was well received and acceptable. However, the Module was difficult to complete because of inadequate directions and improper sequencing of the materials. The learning activities met with a mixed response with some of the participants liking them and others complaining that they were unreasonable.

Recommended Revisions

Based upon the results of the evaluation questionnaires and the first series of interviews for Module 1, the following revisions are proposed:

- Simplify the flow charts.
- Add a table of contents.
- Delete the content outline.
- Modify the directions regarding the use of the module making them simpler and easier to follow. Place them early in the Module.
- For all modules designate the box headings at the top of each page "For Office Use Only."
- Designate all materials that are included in the module and specify where they appear so that there are no surprises for the trainee.
- Directions regarding the use of the Module must be clear for both the experienced counselor as well as the novice. The experienced counselor must be able to use only that portion of the Module which he or she needs.
- Evaluate all learning activities, alternate activities and enriching activities for appropriateness.

- Learning Activities need to be included in the module which are appropriate for the experienced trainee.
- Where possible, break up the manuscript and place it in the unit of instruction where it is to be used.
- Check all test items to determine if they are reasonable.
- Add a brief section regarding the use of competency-based instruction and place it at the beginning of the training program.
- Designate which answers must be supplied by the trainer which are relevant to each specific camp.
- Attempt to make Module 1 more interesting by adding illustrations or photographs.
- Simplify technical terms where possible. Consider adding a glossary of terms.
- Evaluate the length of the module.
- Correct all typographical errors. (A list was compiled from all participant responses.)

The Second Participant Evaluation Questionnaire

The second Participant Evaluation Questionnaire indicated that Module 2 was well accepted by most of the participants with eighty-seven (87) percent feeling the Module was either clear or very clear, while the remaining thirteen (13) percent responding that it was slightly confusing. Participants felt that the overall purpose and goal of Module 2 was presented clearly with ninty-three (93) percent indicating so. The directions to the Module were described as "clear" by sixty-seven (67) percent of the participants, while thirty-three (33) percent felt they were "slightly confusing." The format used in Module 2 was either "clear" or "very clear" according to eighty (80) percent, with only twenty (20) percent stating it was "slightly confusing." However, the overall organization of the Module was not as well received, with sixty-seven (67) percent indicating it was "well organized" and thirty-three (33) percent feeling it was "somewhat unorganized."

When asked how interesting Module 2 was, seventy-three (73) percent responded "interesting" while thirteen (13) percent thought it was "extremely interesting" and seven (7) percent responded "somewhat interesting." An additional seven (7) percent felt that Module 2 was "boring." Generally, the participants learned from Module 2 with forty-seven (47) percent indicating they learned "a great deal" and forty (40) percent responding they learned "some." In addition, most respondents felt that the information they learned was important, with fifty-three (53) percent responding "important" and thirty-three (33) percent "very important."

The level of difficulty of Module 2 was "just about right" for sixty (60) percent of the participants and "somewhat difficult" for forty (40) percent. Also, the work load was described as "just about right" by forty-seven (47) percent, "heavy" by thirty-three (33) percent, and "extremely heavy" by thirteen (13) percent. An additional eighty (80) percent thought the materials were paced "just right," while thirteen (13) percent felt it was "a little too fast" and seven (7) percent responded "much too fast."

After working through Module 2 eighty-seven (87) percent felt that the concept of camping for the physically disabled was "clear" and thirteen (13) percent responded "very clear." The behavioral objectives were understood by all participants with ninty-three (93) percent describing them as "clear" and seven (7) percent indicating "very clear." In addition, seventy-three (73) percent felt the objectives were somewhat realistic, while thirteen (13) percent responded "very realistic," and thirteen (13) percent "somewhat unrealistic."

Regarding the learning activities, seventy-three (73) percent said there was a sufficient number and variety of both learning and alternate activities, while seventy-three (73) percent felt the learning activities allowed them to practice skills needed for post assessment. However, forty-seven (47) percent of the participants reported experiencing difficulty with the learning activities and thirty-three (33) percent had problems completing activities.

The Module was free of racial and sexual bias according to eighty-seven (87) percent of the respondents. The overall Module was described as "good" by sixty-seven (67) percent, "excellent" by thirteen (13) percent and "fair" by twenty (20) percent.

The Second Series of Interviews

The second series of interviews revealed that Module 2 was very well received, with participants citing its overall organization as being much better than Module 1.

Without exception, participants thought Module 2 was better organized, easier to understand, and they experienced less difficulty completing the Module. However, most of the participants could not determine if Module 2 actually had better directions, or whether their experience with Module 1 and the overall CBI format made the process easier to understand. It took most individuals from three to four hours to complete Module 2.

The content of Module 2 was accepted by most participants as realistic and applicable to the "real world." It was generally felt that Module 2 contained more specific and usable information than Module 1. The information was not new to most of the participants, however, many reported that they had never received as much detail before. They felt Module 2 was a very good review. Most individuals liked the glossary of terms with Unit 1, stating that it is good for easy reference. Conversely, one participant thought Module 2 was too technical and suggested deleting these terms.

Most participants felt that better directions were provided with Module 2, although they were not adequate in all cases. They suggested that more simplified directions regarding how to get through the Module be provided. Many participants had difficulty locating various parts of the Module and therefore suggested that more information be provided regarding placement of materials throughout the Module. In addition, they suggested that the addition of a table of contents at the beginning of the Module would help them locate materials. All the participants liked the separation of the manuscript and its placement with each individual unit of instruction.

In discussing the content of Module 2, participants indicated that it was both important and interesting. Most of them liked Module 2 much better than Module 1.

The learning activities in Module 2 were characterized by many of the participants as fun to complete. They liked having a specific worksheet to complete with each activity. The matrix activity in Unit 1 received a great deal of comment, both positive and negative. Most participants liked the information it provided, however, many complained that it was too long and difficult to complete. Others felt the activity was unnecessary stating that the completed matrix itself should serve as a study guide. Most participants thought the answers should remain on the backs of the individual pieces of paper. This would allow them immediate reference. Otherwise, they would not look up the answers. The general consensus of opinion was that all work materials should be contained in the unit of instruction.

Unit 2, "Determining Your Attitudes Toward Disabled Campers" was well liked by most participants. They cited Activity 2, Identifying Potential Quotient of Disabled Individuals, as a favorite. However, one individual reported difficulty keeping the correct data sheets and direction/response sheets together. They suggested coupling one direction/response sheet with each Background Data Sheet.

Activity 1, on sterotypes was also well liked however, a couple of participants reported difficulty completing the sentences on page 39. Most of the respondents felt that overall, Unit 2 was needed, and that it is good for both new and experienced counselors to reflect upon their attitudes. Some individuals questioned whether the learning activities allowed one to do that. Others expressed difficulty in attempting to evaluate themselves without a paper and pencil post-test.

In Unit 3, most participants did not find the required learning activity on page 58, citing the change in format as the major reason. When asked to examine the required learning activity most agreed that it would be a good activity for an inexperienced counselor, but that an experienced counselor, would derive little benefit. One participant felt the activity would be difficult for both experienced and inexperienced trainees due to the nature of the questions. They felt one would have to know the disabled person very well to ask these types of questions.

Most participants did not complete the alternate or enriching activities. Many of them questioned the usefulness of these activities in the Module. Some participants suggested that more variety be incorporated into the learning activities to accomodate the experienced counselor.

Suggested Revisions

The Participant Evaluation Questionnaire and the second series of interviews identified a number of problems with Module 2. The following section presents a compilation of suggested changes and difficulties which need further consideration.

- Add a table of contents.
- Simplify directions, focus on how to get through the module, identifying each section and all materials that are included.
- Evaluate the matrix activity in terms of length and difficulty and make appropriate revisions.
- For Activity 2, Unit 2, couple the direction/response sheet with the background data for each person evaluated.
- Move the required learning activity so that it can be seen more easily. Point out the difficulty of the questions to be asked, and emphasize the necessity of developing good counseling and interviewing skills.
- Evaluate all learning activities for variety and usefulness for experienced counselors.
- Evaluate all alternate and enriching activities in terms of usefulness, appropriateness, and variety.

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Prototype Tryout
October, 1977

CAMP COUNSELOR TRAINING PROGRAM
PARTICIPANT INFORMATION SHEET

From the beginning, we would like to express our appreciation to you and Doctors Labanowich and Weiner for your support and interest in Project REACH. The activities in which you will be participating are critical to the success of the research being conducted. We also feel that you will find this experience to be interesting and enjoyable while at the same time learning about camping and the physically disabled.

Your task will involve helping us evaluate the competency-based instructional materials being developed for the camp counselor training program. To adequately evaluate the instructional materials, you will be required to follow a planned sequence of procedures. You will receive this outline at the end of today's session.

Following this orientation, you will complete a data sheet and schedule two interviews and one field experience. Your attendance at all of these scheduled times is required. Please pick up an appointment card at the end of this meeting. At this time, you will also receive a copy of Module 1 to examine and work through on your own. Follow the directions that are provided with the module. If you experience difficulty with any part of the module, please note the problem in the margin while you are working. In addition, circle any errors you find and record any suggestions for improvements. We are interested in all of your reactions and comments, however trivial they may seem. We are also interested in identifying sections which you thought were interesting and presented the material well, so please note that, too. All constructive criticism is welcome, positive, as well as negative. After working through the module, a questionnaire is enclosed which you should complete before attending your first scheduled interview.

REACH

A PROJECT TO DEVELOP RESOURCES FOR THE EXPANSION AND ADVANCEMENT OF CAMPING FOR THE HANDICAPPED
405 BRADLEY HALL UNIVERSITY OF KENTUCKY LEXINGTON, KY 40506 (606) 258-2772
DENNIS A. VINTON · PROJECT DIRECTOR ELIZABETH M. FARLEY · PRINCIPAL INVESTIGATOR BARBARA D. PANTZER · RESEARCH ASSOCIATE

The interview will be scheduled to last approximately 50 minutes. You will meet with a staff member to go over the material you have completed on the module and to review how you felt about the material and activities. Upon completion of the interview, you will receive Module 2. The same procedure for working through the module, completing the questionnaire, and attending the interview will be repeated for Module 2.

Finally, you will participate in a field experience lasting for approximately 4 hours. You will receive an instruction sheet for the field experience upon completion of your second interview. During this experience, selected activities from Modules 3 through 6 will be tried out. These activities will be comprised of both individual and group experiences. As a part of the field experience, you will complete a short questionnaire and participate in a group discussion and evaluation.

Remember, as an evaluator for Project REACH you play an important role in the development of the instructional materials. Because you are one of the primary sources of feedback for revision, we ask that you meet the following requirements:

- Spend an appropriate amount of time carefully examining the modules.
- Be honest and candid in your remarks about the program.
- You must attend all scheduled meetings.
- Work individually on the modules. Do not discuss the content or your opinions with others.
- All materials must be returned. The material is in the process of development and may not be used by others in its present form. If you desire information about a particular aspect of the project, please, let us know and we will be happy to help.
- Save all worksheets and learning activity products.

Working with us on the materials presents an opportunity for you to view ongoing research in the field of therapeutic recreation. While it will require some time and effort on your part, we feel that it will be a positive and rewarding learning experience. Once again, thank you for your assistance. If you have any questions, please do not hesitate to call us at 258-2772 or 258-2773.

PARTICIPANT DATA SHEET

1. Name: ______________________________

2. Age: ______________ 3. Sex: (circle) male - female

4. Class: (circle) Freshman - Sophomore - Junior - Senior

5. Major: ______________________

6. Telephone number: ______________

7. List any camping or related courses (outdoor education, etc.) that you have completed. ______________________

8. List any courses you have completed that dealt with the physically disabled. These courses may be special education, psy., therapeutic rec., voc. ed., etc. ______________________

____

9. Please complete the following items regarding your work experience(s) in camping. If you need more space, please continue on the back of this page.

Name of camp: ______________	Name of camp: ______________
Position: ______________	Position: ______________
Dates worked: ______________	Dates worked: ______________
Type of camp: (circle)	Type of camp: (circle)
a. day camp	a. day camp
b. school camp	b. school camp
c. resident camp	c. resident camp
d. special interest camp	d. special interest camp
e. family camp	e. family camp
f. other ______________	f. other ______________
Population served: ______________	Population served: ______________

10. Please complete the following items regarding your work experience(s) with physically disabled persons:

-Place of employment: ______________________
Position: ______________________
Dates worked: ______________________
Population served: ______________________

-Place of employment: ______________________
Position: ______________________
Dates worked: ______________________
Population served: ______________________

(Camp Counselor Training Program
Oct. 1977, Prototype Tryout)

PARTICIPANT INSTRUCTIONS

1. WORK THROUGH the entire module, following the directions that are provided. Complete all appropriate learning activities.

2. SAVE AND RETURN all worksheets and products of the learning activities.

3. RECORD any errors that you find in the margin.

4. RECORD any problems or difficulties that you encounter with any section of the module. For example, directions, format, or sequencing of material.

5. NOTE learning activities and sections of the module you thought were good or extremely helpful.

6. COMPLETE the Prototype Evaluation Questionnaire, answering all questions.

7. ATTEND the scheduled interview. You must keep all appointed times.

(Camp Counselor Training Program
Prototype Tryout, Oct. 1977)

PARTICIPANT EVALUATION QUESTIONNAIRE

Directions: On the following pages you will find a short questionnaire for the module you have just completed. Write your name, the date, and the module title and number in the appropriate spaces. Then, answer items 1 through 16 by checking the appropriate response. Questions 17 through 24 should be answered by checking the appropriate box marked yes, no, or no opinion. A space for comments has been provided after each question so that you may explain your answers. If additional space is needed for comments, continue on the back of the page.

Your answers are quite important, as they will be used as one of the primary sources for revision of the module. So please, consider each question carefully before answering. All comments will be greatly appreciated.

Name: ______________________________ Date: ______________

Module Title and Number: ______________________________

1. The module was:

_____ (A) extremely interesting
_____ (B) interesting
_____ (C) somewhat interesting
_____ (D) uninteresting
_____ (E) boring

2. The material was paced:

_____ (A) much too fast
_____ (B) a little too fast
_____ (C) just right
_____ (D) a little too slow
_____ (E) much too slow

3. I learned:

_____ (A) a great deal
_____ (B) some
_____ (C) not very much
_____ (D) nothing

4. The module was:

_____ (A) very clear
_____ (B) clear
_____ (C) slightly confusing
_____ (D) very confusing

5. What I learned was:

_____ (A) very important
_____ (B) important
_____ (C) generally unimportant
_____ (D) a waste

6. The tests that were used in the module were:

_____ (A) very fair
_____ (B) fair
_____ (C) somewhat fair
_____ (D) very unfair

7. How would you describe the work load imposed upon you by the module?

_____ (A) extremely heavy
_____ (B) heavy
_____ (C) just about right
_____ (D) light
_____ (E) extremely light

8. The directions for the module were:

_____ (A) very clear
_____ (B) clear
_____ (C) slightly confusing
_____ (D) very confusing

9. The format of the module was:

_____ (A) very clear
_____ (B) clear
_____ (C) slightly confusing
_____ (D) very confusing

10. The content of the module was:

_____ (A) much too easy
_____ (B) somewhat easy
_____ (C) just about right
_____ (D) somewhat difficult
_____ (E) much too difficult

11. The module was:

_____ (A) very well organized
_____ (B) well organized
_____ (C) somewhat unorganized
_____ (D) very unorganized

12. The flow chart was:

_____ (A) very clear
_____ (B) clear
_____ (C) slightly confusing
_____ (D) very confusing

13. The behavioral objectives were:

_____ (A) very clear
_____ (B) clear
_____ (C) slightly confusing
_____ (D) very confusing

14. The behavioral objectives were:

_____ (A) very realistic
_____ (B) somewhat realistic
_____ (C) somewhat unrealistic
_____ (D) very unrealistic

15. After working through the module, the concept of camping for the physically disabled is:

_____ (A) very clear
_____ (B) clear
_____ (C) slightly confusing
_____ (D) very confusing

16. Generally, the module was:

_____ (A) excellent
_____ (B) good
_____ (C) fair
_____ (D) poor

Answer Questions 17 through 24 by placing an X in the appropriate box marked yes, no, or no opinion. Space has been provided for comments following each question so that you may qualify your answers.

	YES	NO	NO OPINION
17. Is the overall purpose and goal of the module presented clearly? Comments:			
18. Is enough information presented to allow you to independently work through the module? Comments:			

	YES	NO	NO OPINION
19. Is the module free of racial and sexual bias? Comments:			
20. Were there a sufficient number and variety of learning and alternate activities provided? Comments:			
21. Did the learning activities allow you to practice skills that were needed for post assessment? Comments:			
22. Were the remedial activities appropriate? Comments:			
23. Did you experience any difficulty with the work materials? If so, explain. Comments:			
24. Did you experience problems completing any of the activities? If so, specify both the activity and the problem(s). Comments:			

Comment on any specific revisions you feel should be made.

Thank you.

Prototype Tryout Interview

1. Training Program: ______________________________

   Module Title and No.: ______________________________

   Name: ______________________________

   Date: ____________________

   Time: ____________________

   Place: ____________________

2. Identify yourself and make the participant feel at ease.

3. Explain the purpose of the interview:

   To critically discuss the module they have reviewed so that information may be collected regarding possible revisions and improvements in the instructional materials.

4. Remind the participant that we are interested in all his or her comments and observations regarding the materials. It is essential that they be candid in their responses.

5. Tell the participant that all responses are confidential and that we are interested in evaluating the materials not the participants adequacy of performance.

	YES	NO	NO OPINION
1. a.) Have you ever been camping?	___	___	___
b.) (If yes), do you enjoy camping?	___	___	___
c.) Have you worked in a camp setting before?	___	___	___
2. What did you like most about the module?	___	___	___
3. Did you enjoy reading the module?	___	___	___
4. a.) Was the module interesting?	___	___	___
b.) (If no), how can it be made more interesting?			
5. How long did it take you to complete the module?			
6. a.) Do you need to know more about the total scope of the training program than was presented?	___	___	___
b.) (If yes), what additional information do you need?			
7. a.) Did the flow charts help you in understanding the module?	___	___	___

	YES	NO	NO OPINION
b.) Did you actually use the flow charts?	___	___	___
8. a.) Did you actually use the pre-test to determine if you would complete the rest of the module?	___	___	___
b.) (If no), in what way did you use the pre-test?			
9. Did you learn anything from the module?	___	___	___
10. a.) Was the information it provided new to you?	___	___	___
b.) (If no), where did you first see the information?			
c.) In what ways do you feel the material might be useful to you?			
11. a.) Was any unnecessary information included in the module?	___	___	___
b.) (If yes), what?			
12. If this module was sent to you in the mail as it is, could you use it?	___	___	___
13. What additional kinds of information do you feel would help make the module more usable?			

	YES	NO	NO OPINION
14. a.) Do you feel that the information contained in the module is applicable to the "real world"?	___	___	___

b.) (If no), explain.

15. If you could make any changes in the module, what would you change?

16. In what other ways (other media etc.) might the module be presented to make it more interesting and usable?

	YES	NO	NO OPINION
17. Did you have a difficult time completing the questionnaire?	___	___	___

18. Do you have any further comments regarding the module?

Collect participant data sheets
Collect all written materials
Collect all worksheets
Collect questionnaires

Record a summary of what transpired during the interview.

Prototype Tryout Interview No. 2

November, 1977

Training Program: ______________________________

Module Title and No.: ____________________________

Name: ______________________________________

Date: ________________

Time: ________________

Place: _______________

Date of Field Experience: __________________________

Interviewer: ___________________________________

1. Explain the purpose of the interview:

   To critically discuss the module the participant has reviewed so that information may be collected regarding possible revisions and improvements.

2. Remind the participant that we are interested in all his or her comments and observations regarding the materials. It is essential that they be candid in their responses.

3. Tell the participant that all responses are confidential and that we are interested in evaluating the materials, not the participant's adequacy of performance.

1. What did you like most about Module 2?

2. Did you enjoy working through the module?

____Yes ____ No

3. a.) Was the module interesting? ____Yes ____No

b.) (If no,) what changes would make it more interesting?

4. How long did it take you to complete the module?

5. a.) Was the module easy to understand and work through?

____Yes ____No

b.) (If no,) where did you have problems?

6. a.) Which module was easier to work through, Module 1 or Module 2? Why?

b.) Which did you like best? Why?

7. a.) What was the most important thing you learned from Module 2?

b.) Was the information it provided new, or presented in a different way?

c.) If you were exposed to the information before, does the module provide appropriate review?

____Yes ____No

8. a.) Was any necessary information left out of the module?

____Yes ____No

b.) If yes, what?

9. a.) Was any unnecessary information included in the module?

____Yes ____No

b.) If yes, what?

10. What additional kinds of information would make the module easier to use?

11. Was the organization of the manuscript better in Module 1 or Module 2?

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12. a.) Did you use the pre-test in Module 2?

___Yes ____No

b.) If yes, in what manner did you use it? (How did you work through it?)

13. Did you really work through the learning activities or did you just read them?

Focus on the learning activities they worked through in each unit of instruction asking which activities they liked and which ones they experienced problems with. If the participant did not work through the activities, have him or her work through a couple of activities during the interview session.

14. a.) Did you actually work through the matrix on pages 16 and 17 or just match the numbers on the back of each slip?

b.) Does it help to have the answer so close, or would it be better to have them in a separate part of the module?

c.) Would it be better to have a package of activities and worksheets separate from the module?

15. a.) Were you able to successfully work through the second unit of instruction in which you were asked to reflect upon your attitudes toward disabled campers?

____Yes ____No

b.) Did you complete the pre-test?

____Yes ___No

c.) This unit was quite different from previous units. What did you think of it?

d.) How do you think the attitude information activities could be used with both new and returning counselors?

16. a.) Could you successfully evaluate your attitudes using the learning activities that were provided?

____Yes ____No

b.) Which activity did you like best?

c.) Is this a good unit for the experienced camp counselor?

____Yes ____No

d.) Does the experienced counselor need to reflect upon attitudes?

___Yes ____No

17. a.) Did you complete the required learning activity on page 58?

___Yes ____No

b.) Did you understand that you must do this activity?

____Yes ____No

c.) Is it a good learning activity?

____Yes ____No

d.) Do you think this activity is beneficial to the growth of the experienced counselor?

____Yes ____No

18. a.) Did you complete any alternate, enriching, or remedial activities?

_____Yes ____No

b.) If yes, point out which ones and discuss good and bad points.

19. a.) After working through the first two modules, how do you feel about CBI?

b.) What are some benefits to you?

20. Will the information contained in the first two modules successfully prepare an individual for pre-camp training?

____Yes ____No

21. a.) Was it necessary to evaluate the modules separately?

____Yes ____No

b.) Could it have been done as well if you received both modules at one time and just attended one interview?

____Yes ____No

22. Do you have any further comments about module 2?

APPENDIX F

SECOND PROTOTYPE TRYOUT
CAMP GREEN SHORES

PROTOTYPE TRYOUT

CAMP GREEN SHORES
April 14-16, 1978

The following report presents: (1) the procedures used to conduct the second prototype tryout of Project REACH's camp staff training program for camp counselors and program specialists and (2) the results of the tryout.

Procedures

Project REACH's second prototype tryout was conducted as part of the formative evaluation process. The primary purpose being to obtain evaluative feedback regarding possible improvements or revisions in Modules 3, 5, and 6 of the camp counselor and program specialist training program. The tryout was conducted on April 14-16, 1978, at Camp Green Shores, McDaniels, Kentucky, utilizing 28 students from five colleges and universities in Kentucky. The participant group was comprised of 17 females and 11 males. There were six students from Eastern Kentucky University, four from Morehead State University, four from Western Kentucky University, two from Murray State University, nine from the University of Kentucky, and three participants who were associated with camping but not currently enrolled in university programs. There were four graduate students, one senior, nine juniors, seven sophomores, four freshmen, and three non-students. Of the 28 participants, 11 were or had been Recreation majors, ten Recreation and Park Administration majors, two Therapeutic Recreation majors, one Physical Therapy major, one Elementary Education major, one Counselor Education major and two undecided majors.

During registration, a packet of materials was given to each participant explaining his or her responsibilities and the procedures to be used. Copies of these materials are presented in Appendix A.

A formal presentation of Project REACH's purpose and goals was delivered to the total group following dinner on Friday night, April 14, 1978. It emphasized a description of the project, its overall evaluation process, and the participant's role and responsibilities in that process. Following the orientation to Project REACH, Kay Kester-Oliver, Director of Member Services for the American Camping Association spoke on the importance of inservice training.

Modules 3, 5, and 6 of the camp counselor/program specialist training program comprise a major portion of the five-day, pre-camp training experience. Because of time constraints, each participant was asked during registration to choose one module to complete during the tryout. The participants were told that Saturday would be spent "working through" as many of the activities as possible. In addition, they were instructed to carefully examine the module in its entirety noting strengths, weaknesses, problems or errors.

It was stressed that each participant's opinion was important and that the staff was interested in all of their reactions and observations.

Approximately six hours were allotted on Saturday for each group to participate in activities from the modules. Upon concluding the six hours of training, participants completed a "Participant Evaluation Questionnaire," which sought to determine each individual participant's general attitude and opinions toward the module. In addition, the students also participated in a group discussion on Saturday night. The purpose of the discussion was to probe and expand on items mentioned in the questionnaire. Copies of the evaluation questionnaire and group discussion guide are included in Appendix B.

On Sunday morning, the students joined one of two interest groups to discuss how they might apply the knowledge gained from the workshop. One group directed their discussion to camp programs for special populations, while the other group discussed regular camp programs.

RESULTS

The following section presents results of the second prototype tryout procedures which were held at Camp Green Shores to examine modules three, five, and six of the camp counselor/program specialist training program.

Module Three

Module Three Participant Evaluation Questionnaire - Part I. The Participant Evaluation Questionnaire revealed mixed reactions to Module 3. In general, the ten participants found Module 3 to be an interesting module to work through, with 20 percent responding that the module was "extremely interesting," 50 percent "interesting," and 30 percent "somewhat interesting." All participants felt they had acquired new knowledge and skill from Module 3, with 20 percent of these participants saying they learned "a great deal."

Regarding the question of whether the content of the module was important, 70 percent indicated that they thought the content was "important" or "very important." Eighty percent of the participants also indicated that they felt the level of difficulty of the material was appropriate. Also, when asked about the tests used in the module, 20 percent said they were "very appropriate," 50 percent said they were "appropriate," while 20 percent said the tests were "somewhat appropriate," and only one percent felt they were "generally unappropriate." In conclusion, it is felt that the trainees of this workshop were satisfied that they were addressing necessary information and being appropriately tested on the material presented.

The shortened training time of the workshop seemed to adversely push many of the trainees to address more topics than they felt comfortable handling. To illustrate, 30 percent of the participants felt the material was paced "just right" while 30 percent said it was "a little too fast" and 40 percent said it was "much too fast." However, there is some discrepancy in reporting these results.

A parallel question describe. the work load imposed by Module 3 and found 70 percent of the participants felt it was "just about right," 20 percent felt it was "light," and only 10 percent felt it was "heavy." The workload imposed by Module 3 will need to be more carefully examined during the field-test.

An area which warrants further evaluation is the role of the trainer in preparing the trainee to begin instruction. Only 60 percent of the participants considered the directions "clear" or "somewhat clear" while 40 percent stated they were "slightly confusing" or "very confusing." On a similar question, the format was considered to be "very clear," or "clear" by 40 percent, "somewhat clear" by 20 percent, and "slightly confusing" or "very confusing" by 40 percent.

When asked if the module was "clear," 10 percent said it was "clear," 30 percent said it was "somewhat clear," 50 percent said it was "slightly confusing" or "very confusing." Yet some discrepancy exists because 20 percent of the participants felt the module was "very well organized," 60 percent felt it was "well organized," or "organized," while 20 percent said "somewhat organized" or "very unorganized." This information indicates a need to further evaluate the amount of instruction given the trainer. Module 3 was taught by an inexperienced staff member who was performing this role for the first time. The problems cited reflect a definite need to develop a more comprehensive training program for the trainers of Project REACH materials.

Module Three Participant Evaluation Questionnaire - Part II. Each module developed by Project REACH is competency-based and contains a general statement of module goals, flow charts, directions, behavioral objectives, learning activities, remedial and enriching activities, and evaluation procedures. When asked to evaluate these specific components of the module, 60 percent of the participants felt the overall purpose and goal of Module 3 were presented clearly. In addition, 70 percent of the participants indicated that enough information was presented to allow them to work through the module independently. Forty percent of the participants responded that the flow chart was "very clear" and 60 percent that it was "clear." Response to the behavioral objectives were also positive, with 90 percent saying they were "realistic" or "very realistic" and 60 percent feeling they were "clear" or "very clear."

Ninety percent of the participants felt there was a sufficient number of activities, but only 70 percent felt there was enough time to practice the skills. Seventy percent of the participants stated the remedial activities were appropriate. Fifty percent indicated some difficulty with the materials; while 80 percent indicated problems completing the activities, the major problem listed being lack of time.

The module was free of racial and sexual bias according to all 100 percent of the participants.

After working through the module, 70 percent felt that they understood "clearly" or "very clearly" the concept of camping for the physically disabled.

Generally, 60 percent of the participants considered the module "good" or "excellent," while the remaining 40 percent considered it "average" or "fair."

In summation, the "Participant Evaluation Questionnaire" revealed that the content of Module 3 was well received with numerous positive remarks made regarding the importance of the content. However, participants did experience some confusion with various components of the module.

Module Three Group Discussion. Results of the group discussion supported the findings of the "Participant Evaluation Questionnaire" with participants providing mixed and varying views of Module 3. When asked what they liked most about the module, answers were as general as liking the learning activities, discussion group and interviewing techniques to the specific responses of liking the unit on Leadership Techniques and Activity Modification. Also mentioned was the adaptability of the material and the ease with which it could be used with different populations and in varying situations.

All participants responded that they enjoyed working through the module and thought it was interesting.

Varying responses were given when asked if the module was easy to understand and work through. The most common problem cited was that the wording was difficult to understand. Others stated the material needed to be "more personal," that a reason needed to be given for doing the activities and that some activities were impractical for our camp site (Green Shores).

When asked the most important thing learned from the module, responses again varied from "ways to plan camping activities for the handicapped," "just being exposed to something like this," to "combination, can't single out specifics." The participants were then asked if the information was new and if not, was the module a good review. Most responded it was new in that they had never had "needs assessment" or information on "adapting material for the handicapped." One respondent replied "it was a fantastic review."

Several participants mentioned they felt something was left out. They wanted more general information and orientation to the program. One specifically suggested a "premailer."

When asked if any unnecessary information was included, the most frequent response was concerning the terminology and wordiness of the material. One suggestion was a glossary of terms.

The response to what additional information would make the module more usable again centered on introductory information and the mailer module. Additional suggestions included condensing information, more examples, and providing a map of the camp.

A major problem expressed was time. The participants did not have the opportunity to work through all the activities. They only read some of them.

The participants all agreed the post-tests were good. They were split on whether activities, worksheets and the answers to the post-test should be in a separate book. The final consensus was they should be separated but in the same book (back of the book).

When asked what activity they liked best, activity modification, leadership training, role playing, and interviewing were consistently mentioned.

All agreed the module was good for the experienced counselor and should be reviewed "even though the counselor is experienced."

When asked how the material would be useful to the participant, the majority responded that they could use the material on the job in identifying problem children, modifying and adopting programs, self-examination, and planning programs.

The participants agreed that CBI was useful, important, and could benefit them in developing the activities, materials, and group processes necessary for good camp programs. They agreed that the information in the module would prepare them for camp and suggested the following changes to make the program more useful.

Suggested Revisions. The Participant Evaluation

Questionnaire and the group discussions identified some problems with Module 3. The following section presents a compiled listing of suggested changes and difficulties which need further consideration.

(1) General Revisions

- Simplify numbering system.
- Simplify language and directions.
- Give more activity examples.
- Condense material.
- Provide glossary of terms.
- Simplify content outline.
- Relate more real camp experiences of trainees.
- Allow trainees to develop own activities.
- Mail modules to participants before training.
- Provide suggestions for team teaching.

(2) Specific Revisions

- Provide incentives and motivation to complete activity on page 7.
- Cite more examples for site/facilities for learning activity 7-8a on page 11.
- Change numbering for classroom activity on page 37.
- Change activities for page 39.
- Change "living unit" to "cabin unit" on page 61, number 3.
- Make Behavioral Objective #8 on page 20 less confusing.
- Consider changing time specified in Behavioral Objective #6 on page 19 to a longer time.
- Provide more camp counselor information in relation to program specialist information.

Strong Points of Module Three. Although Module 3 needed some revisions, it had many strong areas. The following section lists the strong points identified by the participants.

- Importance of content.
- Number of learning activities.
- Group discussions.
- Role playing activities.
- Activity modification for special populations.
- Leadership techniques.
- Needs assessment of campers.

Module Five

Module Participant Evaluation Questionnaire - Part I. Reactions to Module 5 were more positive than those to Module 3. The nine participants found Module 5 interesting to work through, with 56 percent responding "extremely interesting" and 44 percent "interesting." All participants felt they learned new knowledge and skills from Module 5 with 33 percent responding they learned "a great deal, " 33 percent responding "much" and 33 percent "some." In addition, most respondents felt the information they learned was important, with 67 percent responding "very important" and 33 percent responding "important." The participants also more positively evaluated the presentation of the material, although time still seemed to adversely affect their evaluations. The material was paced "just right" according to 67 percent of the participants, with 22 percent stating it was "a little too fast" and 11 percent stating it was "much too fast." The work load was described as "just about right" by 78 percent of the participants and "heavy" by 22 percent. The content was considered to be "just about right" by 78 percent of the participants while 22 percent of the participants considered the content "somewhat easy."

The module was described as "clear" by 56 percent of the participants, while 33 percent thought it was "very clear," and 11 percent thought it was "somewhat clear." Participants felt that the directions for Module 5 were presented clearly with 67 percent responding "clear," 22 percent responding "very clear," and only 11 percent responding "somewhat clear." The format used in Module 5 was described as "very clear" by 11 percent, "clear" by another 44 percent, and "somewhat clear" by 44 percent.

The module was considered to be "well organized by 56 percent of the participants, "very well organized" by 11 percent and "organized" by the remaining 33 percent.

Module Five Participant Evaluation Questionnaire - Part II. Module 5 is competency-based and contains all the components of a CBI module: overall goals, directions, flow chart, behavioral objectives, learning activities, remedial and enriching activities, and evaluation measures.

When asked about specific components of the module, the behavioral objectives were described as "very clear" or "clear" by 89 percent and "somewhat clear" by 11 percent. Eighty-nine percent of the participants said that the objectives were "very realistic" or "realistic." The flow chart was described as "very clear" or "clear" by 78 percent of the participants and "somewhat clear" by the remaining 22 percent. The testing procedures were considered "very appropriate" by 56 percent of the participants and "appropriate" by the remaining 44 percent.

The response to the remaining questions were extremely positive with 89 percent responding that the purpose and goals were clearly stated, 78 percent stating that there was enough information for them to work independently on the module, and 100 percent finding no evidence of sexual or racial bias. Eighty-nine percent stated there was a sufficient number of learning and alternate activities, but time was cited as a problem as only 70 percent stated they had enough practice in completing activities for post-assessment. The remedial activities were considered appropriate by 67 percent of the participants. Only 11 percent stated that they had any difficulty working with the materials and only 22 percent stated they had any problem with the activities. Examples cited were lack of experience with the topic and "just getting started."

After working through the module, 66 percent of the participants said their concept of camping for the physically disabled was either "very clear," or "clear" while 33 percent said it was "somewhat clear." In summary, 56 percent of the participants felt the module was "excellent" and 44 percent felt it was "good."

Module Five Group Discussion. The results of the group discussion supported the data from the Participant Evaluation

Questionnaire. When asked what they liked most about the module, the "doing" activities, such as the Motivation Plan, the Leisure Goals and Plan of Action, were most frequently mentioned. The participants expressed the opinions that these activities were realistic to camp situations and could equally be applied to non-camp situations. All of the participants enjoyed working through the module and felt it was interesting. Suggested changes were more time to complete the material and use of more modeling and audiovisual teaching methods.

All agreed the module was easy to work through, but could benefit from more initial instructions since they had problems getting started. When asked the most important thing they learned, the most frequently mentioned response was "new techniques to manage camper behavior," but "understanding responses," "goal development," and "camper-centered vs. leader-centered responses" were also mentioned.

The most frequent response as to favorite activity was the Motivation Plan activity in Unit 5.1. Others mentioned were the Withall Index activities, the Ten Strategies, Listening and Understanding and Leisure Goals.

The group worked through most of the activities, but did read through the other sections and post-tests.

The group was split on whether the answers to the tests should be close, in a separate section of the material, and even if they should be in a separate book. Most stated the material was new to them, while several mentioned it was uniquely presented and a good review. No one could name any information they felt was left out.

But when asked what information might make the module more usable, suggestions included films, tapes and illustrations to supplement the materials, more specific information on adaptations for special populations, more examples, and longer periods of time to complete activities.

All participants agreed that the module was good for the experienced camp counselor and should be reviewed. One participant mentioned that everyone "needs a refresher" and another that this module "brings in new techniques for program planning." All participants listed ways the material would be useful to them. It could provide new ideas for camp staff training activities, help counselors be more informal, give suggestions to be used in situations at camp, provide a good review, and give ideas for working in community therapeutic recreation programs as well as other educational and non-educational situations.

The participants also responded positively to CBI. One stated it was a good method to "gear instruction to individual needs," and another that they liked "the many options."

All agreed it was a good method to prepare an individual for pre-camp training and suggested the following changes to make the program more useful.

Suggested Revisions. The Participant Evaluation Questionnaire and the group discussion identified a few problems with Module 5. The following section presents a compiled list of suggested changes and difficulties which need further consideration.

(1) General Revisions

- Clarify purpose of module.
- Develop glossary of terms.
- Use more simplified language.
- Print some sections in different type.
- Use perforated pages for worksheets.
- Color code materials.
- Provide more time to complete activities.
- Make separate workbooks for worksheets.
- Use more examples.
- Provide illustrations and drawings.
- Develop films, tapes, models and audiovisual materials to supplement the module.
- Place more emphasis on special populations.
- Make behavioral objectives and activities more closely correspond to titles in Content Outline.

(2) Specific Revisions

- Review Behavioral Objectives 5 and 7 to make more clear.
- Put Withall categories, Figure I, on page 53 on separate page typed vertically so it can be better read.
- Provide alternative answer to Withall Dialogue A and B on pages 64-70.
- Use term "Professional or Leisure Activities" on page 71.
- Put Unit 5.3 first and then follow in the order already determined.

Strong Points of Module Five. Although Module 5 needed some revisions, it had many strong areas. The following section lists the strong points identified by the participants.

- Variety of activities
- Withall Index
- Motivation Activity and Plan
- Leisure Goals and Plan of Action
- Listening and Understanding
- Ten Strategies for Managing Behavior
- Role playing
- Review of behavior management
- Realistic to camp situations
- Adaptability of behavioral techniques to other situations

Module Six

Module Six Participant Evaluation Questionnaire - Part I.

Nine participants evaluated Module 6, "Evaluating the Camp Experience." One-hundred percent of the participants described the module as "interesting" and all responded they learned from the module with 11 percent stating they learned "a great deal," 44 percent stating that they learned "much" and 44 percent that they learned "some." When asked to evaluate what they had learned, 88 percent described it as "very important" or "important," and 11 percent as "somewhat important." In conclusion, the trainees were satisfied that they were addressing necessary and appropriate instruction.

The trainees again cited time as a critical factor but and "somewhat easy" by 22 percent of the participants. In general, the module was considered "very well organized" or "well organized" by 67 percent of the participants, and "organized" by 33 percent.

The flow chart was evaluated as being "very clear" by 11 percent of the participants, "clear" by 33 percent, "somewhat clear" by 44 percent and "slightly confusing" by the remaining 11 percent.

When asked about the behavioral objectives, 22 percent considered them "very clear," 67 percent "clear" and 11 percent "somewhat clear." Compared to the previous figures, 11 percent considered the objectives "very realistic" and the the remaining 89 percent considered them "realistic."

The tests were considered to be "appropriate" by 56 percent of the participants, "very appropriate" by 22 percent and "somewhat appropriate" by 22 percent. Seventy-eight percent of the participants felt the goals and objectives were stated clearly, but only 44 percent felt they could independently work through the module. Eighty-nine percent could see no racial or sexual bias in the materials while the other participant, 11 percent, had no opinion.

Sixty-seven percent of the participants felt there was a sufficient variety of activities and 67 percent felt they had enough time to practice the activities for post-assessment. Sixty-seven percent also felt the remedial activities were appropriate.

When asked if there were any difficulties with the work materials or activities, 56 percent said they had no problems with the work material and 89 percent said they had no problems with the activities. Examples of problems listed were lack of time to read materials and complete activities and the lack of real situations to observe and evaluate.

Module Six Group Discussion. The results of the group discussion supported the data from the Participant Evaluation Questionnaire. When asked what they liked most about the module, answers varied from "our trainer" to "role playing experiences" to a "positive attitude toward evaluation." Also mentioned were the group discussions and the emphasis on "no competition and learning at your own rate."

All agreed that they enjoyed working through the module and that it was interesting. When asked for suggestions for changes, the only comment was to provide more time so the material could be covered slower.

Seven participants felt the module was easy to understand, one was undecided because of time contsraints, and one felt parts of the material were irrelevant and "a bit unclear."

The most important thing learned was generally some stated variation of the "importance, rewards, methods, need, use, and positive attitudes toward evaluation."

Most participants stated the material was new, but all felt it would be a good review and nothing appeared to be left out. Eight of the nine participants felt no unnecessary information was included but one stated that self-evaluation of personal traits should not be included.

Suggestions for additional kinds of information included more information prior to instruction (in a mailer), use of real children to observe, more practical applications and role playing, more time to complete activities, actual camp situations and problems to discuss, more emphasis on special populations, and audiovisual materials to supplement instruction. Most agreed that they did not have the time to complete all the learning activities, but only read through some. The post-tests were actually evaluation activities and were used by the participants.

As in the previous groups, the participants were split on whether to have a separate package of activities and worksheets or to have the answers close. Most did agree they wanted the material in one book, but separated into sections.

The favorite activity was role playing, although the self-evaluation, skits, campfire, and compass activity were also mentioned.

The participants felt the module was good for the experienced counselor, and experienced personnel should review this information. The group did participate in a campfire discussion as an enriching activity.

When asked how the material could be useful to them, the participants felt it pointed out the need for evaluation in a camp setting, helped to better understand the uses of evaluation, aided in setting goals and objectives, provided practice in filling out reports, and just emphasized "how important evaluation was."

All the participants felt CBI was "good." The advantages included a positive approach to paper work, "the best means of educational instruction," no pressure because one can learn at his own rate, an aid to set goals and objectives, and a help to observe and really learn something.

All agreed CBI was a good method to prepare an individual for pre-camp and suggested the following changes to make the program more useful.

Suggested Revisions. The Participant Evaluation Questionnaire and the group discussion identified some problems with Module 6. The following section presents a compiled list of suggested changes and difficulties which need further consideration.

(1) General Revisions

- Provide more time to complete instruction.
- Provide more activities.
- Provide more discussion.
- Mail readings, and make pre-camp more active and practical.
- Stress less writing, and more exchange of ideas.
- Solve actual camp situations and problems.
- Provide more information on the handicapped.
- Observe actual students in real camp setting.
- Make evaluation in-service instruction.

(2) Specific Revisions

- Better define self-evaluation activities.

- Consider changing emphasis on self-evaluation to more skill orientation and less self-evaluation of personality traits.
- Develop filmstrips, tapes, or audiovisual materials of actual handicapped campers.

Strong Points of Module Six. Although Module 6 will need some revisions, it has many strong areas. The following section lists the strong points identified by the participants.

- Emphasis on the importance of evaluation.
- New methods of evaluation.
- Emphasis on practical aspects of evaluation.
- Techniques of observation.
- Role playing.
- Self-evaluation.
- Group instruction.

APPENDIX G

FIELD TESTING PROCEDURES-CAMP STAFF TRAINING PROGRAM

Developmental Field Testing
Camp Staff Training Materials
Summer, 1978

The following report contains: 1) the procedures used to conduct the developmental field testing of Project REACH's Camp Staff Training Materials and 2) the results of the developmental field testing.

PROCEDURES

Project REACH's developmental field testing was conducted as part of the formative evaluation process. The primary purpose was to obtain evaluative feedback in regard to the improvement or revision of the material through its use in a college course and three pre-camp training programs. The developmental field testing occurred during May - August, 1978. The training sites were selected based on handicapped population served, geographic location, purpose of training, type of program, accreditation status, and willingness of the trainer to use the material. Because of the demand from the new camp directors for assistance in the development of pre-camp training programs, a new camp director was included in the developmental field test.

Indiana University was the field test site selected to use the material in a camp counseling course. The pre-camp training sites were Michigan Easter Seal Society's Camp Hickory Ridge, the Maryland League for Crippled Children and Adults' Camp Greentop and the Santa Cruz, California Easter Seal Society's Camp Harmon.

The trainers from each of the field test sites spent three days at the University of Kentucky working with the Project REACH staff. During this time, they were oriented to the REACH training approach and were assisted in developing their training program using the REACH materials. The trainers were instructed that no objectives could be changed but objectives could be deleted and that 75 percent of the allotted training time must be spent using the modules developed by Project REACH. The trainers were also given a set of instructions to follow during the training program (see Appendix A).

At Indiana University, seven students were enrolled in the camp counseling course which took place at Bradford Woods for seven days during Intensive Session I. Six of the students were female, therapeutic recreation majors; while the one male student was a biology major. Two of the students were seniors, three were juniors, one was a sophomore, and one was a graduate student.

The pre-camp training programs had many more participants. Michigan Easter Seal Society's Camp Hickory Ridge had eighteen participants--seven male and eleven females. All of the participants were in college except for three persons who were much older and had no college experience. The Maryland League for Crippled Children and Adults' Camp Greentop had thirty-six staff members participate in the field test. It is important to note that seven of these participants were still in high school. The breakeven of male/female was fairly equal with seventeen males and ninteen females. At Santa Cruz, California Easter Seal Society's Camp Harmon, there were thirteen male staff members and thirty female staff members for a total of forty-three. All the staff were in college or had just completed their degrees.

Camp Counseling Course

At Indiana University, the students who were enrolled in the camp counseling course were given a consent form (see Appendix B) and a participant data sheet (see Appendix C) following their arrival at Bradford Woods. A presentation of Project REACH's purpose and goals was given by the trainers prior to dinner. After dinner, the pre-test for Module 1 was given and the course began.

Each student moved through the modules at his or her own pace. All pre-tests were used and others were developed for modules which had none. Students were required to keep a notebook containing all work completed during the course and turn it in at the end of the course.

In most instances, activities to be completed were assigned by the trainers rather than chosen by the student. This was done because of the time and resource constraints of the course. At the end of each unit, the student completed the post test--if ninety percent was not achieved, the student was required to do a remediation activity before taking the test again.

An evaluation was completed by the student at the end of each module (see Appendix D). On the last day of the course, a member of the Indiana University faculty met with the students to evaluate the REACH materials and their use during the course. This questionnaire sought to determine individual and group attitudes and reactions to the material. A copy of the evaluation form and discussion guide can be found in Appendix E. All students completed the course satisfactorily with the lowest grade being given of an A-.

Pre-Camp Training Sessions

The material was used in a variety of ways during pre-camp training. All participants completed a consent form (see Appendix F) and a participant data sheet (see Appendix C).

Camp Harmon had a camp staff meeting prior to the pre-camp training session. At this time, the staff was introduced to the Project REACH material and were given Modules 1 and 2. Modules 4 and 6 and part of Module 5 were completed during the four day pre-camp training session. Only selected objectives were used from Module 3 since Camp Harmon's program is strictly recreational in nature, and the majority of the objectives in the module address themselves to a therapeutic camp. Following the completion of each module, each staff member completed a module evaluation form. At the end of camp, an outside evaluator met with the staff and evaluated the effectiveness of the REACH material and pre-camp training in relation to the camp season.

At Camp Greentop, the materials were used in a similar way. However, Module 1 was mailed to the camp staff prior to pre-camp training. Then, Modules 2, 3, 4, and parts of 5 and 6 were used during pre-camp training. Camp Greentop had significant trouble using the material as developed since several members of the staff had poor reading skills. Thus, many of the activities were adapted to become group projects and discussions eliminating the need to read. The module evaluations were not used by this group. Objectives were evaluated by each staff member using the following criteria: 1) whether the individual felt he or she could attain the objective, and 2) whether it was a worthwhile objective (see Appendix G). An outside evaluator met with this staff near the end of the camp season to evaluate the effectiveness of the training.

The last pre-camp training field test site was Camp Hickory Ridge. Camp Hickory Ridge had an inexperienced camp director who needed assistance in developing a pre-camp training program. Thus, Camp Hickory Ridge used all the modules except Module 6 and used very few outside resources. The modules were presented to the staff when they arrived for six days of pre-camp training. This camp staff completed all module evaluation forms and participated in the overall evaluation/discussion provided by an outside evaluator at the end of the camp season.

RESULTS

Module 1

· Fifty-two trainees from Indiana Univerisity, Camp Hickory Ridge, and Camp Harmon completed the evaluation forms for Module 1, "An Orientation to Camping and the Camp". Camp Greentop evaluated each performance objective individually rather than utilizing the module evaluation forms.

Participant Evaluation Questionnaire. Module 1 is the first of two modules to be completed by each trainee before attending pre-camp training.

The "Participant Evaluation Questionnaire" indicated that the field test trainees were generally positive towards Module 1. Nearly 80 percent of the trainees stated that the module was interesting, 88 percent stated they gained new knowledge and 85 percent felt what they learned was generally important.

Although specific criticisms were made about the language level, repetitiveness and organizational pattern of the module, almost half of the trainees considered the module clear, 56 percent felt the pace was "just right", 46 percent felt the workload was "just right", nearly 40 percent stated that the formats and directions were clear, and 50 percent felt that the module was organized in an appropriate manner. The trainees' problem with language level and organizational patterns can partially be attributed to their inexperience with CBI and

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the wide age range and educational levels of the trainees.

General Comments

- Provide plenty of time so trainees don't feel rushed
- Too much emphasis on semantics
- Boring but had information that may help in future job
- Concepts stressed were good
- Too repetitive, be more concise
- Order confusing, color coding nice
- Reorganize, put all parts of one unit together
- Provide a description of how to use modules
- Found it easy to work through by self and understand information
- Not enough information to work independently
- Not enough variety of activities, too much reading and writing
- Readings most informative
- Worksheets - fun learning and review tool
- Good material for a class because we could spend more time on certain areas
- Too slow and requires too much rote memory
- Needs too much explanation to be mailed
- Pre-test more helpful if used as a quiz after readings, but before learning activities

Recommendations

- Need to explain the purpose of knowing about different types of camps
- Include more information in 1.3 to answer some of the objectives such as dealing with camp procedures
- Provide more information for questions where inference is required
- Tends to reflect college education, those with less education will have problems in some sections and with reading level
- Add information on integration, categorical vs. non-categorical approaches
- Change testing so it is not so parallel (one-to-one) with performance objectives
- Add more "doing" activities and fewer readings
- Have camp director or trainer select learning activities
- Reevaluate test items for appropriateness

Assessment. All the field test sites utilized the tests provided, although several groups used them as study guides for instruction rather than as actual tests. Camp Greentop used several essay questions as discussion group activities rather than in a written format. Comments indicated that the directions for the tests and testing procedures should be more explicit since this module was written to be mailed to trainees before pre-camp training.

Several camps indicated that more information should be supplied on certain questions (such as procedures for camp in question 24 of the Pre-test.) This material should be found in the camp manual, but one camp indicated their manual did not include the required information.

Several comments indicated certain post test items required responses at too high a level. On post test 1.1, missing one question would yield an 86 percent accuracy rate, thus meaning a trainee must make a perfect score to pass. The organization chart on post test 1.3 was confusing and should be revised. Additional information should be included either in the module, the camp manual, or through group discussion to explain all camp procedures.

Summary. Module 1 was considered to be interesting and informative by the trainees. Yet some specific problems exist with the organization, directions, and language level which prevent the module from being used easily and independently before pre-camp training. For this reason, a new unit will be prepared which could be used as an onsite training unit in place of the three existing units.

Module 2

Fifty-four trainees from Indiana University, Camp Harmon, and Camp Hickory Ridge evaluated Module 2. Camp Greentop trainees completed eighteen of the performance objectives and evaluated each one individually rather than evaluating the module as a whole.

Participant Evaluation Questionnaire. Module 2, "About the Campers", is one of two modules which was to be completed at home before the trainees arrived for pre-camp orientation. While this aspect of the instructional program led to the most comments, the "Participant Evaluation Questionnaire" revealed that 56 percent of the trainees felt the material was paced "just right", 46 percent felt that the module was clear and that the workload was "just right", 50 percent stated that the module was "organized", 39 percent felt that the directions were clear.

Some of the comments indicated students were uncomfortable with and had problems realizing the need to assess attitudes toward the handicapped, although on the evaluation questionnaire, 67 percent of the trainees felt the module was interesting, 89 percent felt they learned something from the material, and 65 percent felt what they learned was "important".

General Comments

- All materials for a specific activity should be placed together
- Format cumbersome
- Instructions for questions (activities) weren't always clear
- Some parts of module redundant
- Good variety of worksheets
- Not enough time during orientation to complete everything

- Good to use in classroom, boring for orientation
- Attitudes can not be changed in such a short time period
- Workload heavy - only received modules one week in advance
- 100 % accuracy is difficult to achieve

Recommendations

- Provide a guideline of what is important in module
- Expand glossary
- Provide more explanation for individualized use of the material
- Provide more information on
  1) Visable vs. non-visable handicaps
  2) Functional implications of disability
  3) Child development information
  4) Emotional impact of disability
- Revise materials on attitudes
- Keep sequence the same for all modules
- Provide more feedback for activities. For example, a list of famous people for Unit 2.2
- Make Unit 2.1 less exacting and memory oriented
- Provide alternate forms or alternate questions of tests
- State goal, purpose and directions in simple terms
- Provide page numbers for materials

Assessment. The tests for Module 2 were used in a similar manner to those for Module 1, with some trainees using them as actual tests and others as study guides. One problem with the pre and post test for Unit 2.1 was concerned with matching items on functional classifications. The chart was too long and confusing. Comments indicated the expectation level was too high and the information required was too specific.

Unit 2.2 pre and post tests also caused concern, as one trainee stated there wasn't time for attitudes to change between the two assessments and other trainees were uncomfortable. This situation was effectively handled at Camp Greentop by discussion groups during camp training.

Summary. Module 2 was considered interesting and important to the trainees. Two parts of the module did pose problems; 1) some trainees were uncomfortable with and hesitant to assess attitudes and 2) the other problem was related to the memory oriented classification information of Unit 2.1. Once again, the format caused concern due to the need for tighter organization and clearer directions for a mailer module.

A new unit will be developed for use at pre-camp training which does not stress reading and memorization. Further review and evaluation will be conducted on Unit 2.2, "Determining Your Attitude Toward Disabled People".

Module 3

Twenty-one students from Indiana University and Camp Hickory Ridge evaluated Module 3. Camp Harmon did not complete Module 3 because the director felt this module was inappropriate as their camp program is diversional rather than therapeutic. Camp Greentop did not utilize the total module evaluation but evaluated each performance objective individually for completion and value of instruction.

Participant Evaluation Questionnaire. The "Participant Evaluation Questionnaire" revealed mixed reactions to Module 3. In general, the participants found Module 3 interesting to work through with 62 percent stating the module was "interesting" and 29 percent "somewhat interesting". Ninety-five percent of the participants stated they acquired new knowledge from Module 3 and that they felt it was "important". The workload and pace of the module were considered to be too fast (53%) and too heavy (47%) by many of the trainees. These problems indicated that the five-day training period may not be sufficient time for all students to become comfortable with and competent in the material, a concern addressed by the CBI tenet of flexible time spans for instruction. More stress should be placed on providing in-service training.

Most participants indicated that the module's content was "just about right" (57%), directions were generally clear (81%), performance objectives were realistic (57%), and that the module was organized in a logical manner (53%).

General Comments

- Some activities were too difficult and not realistic for the camp counselor trainee
- Focus was on therapeutic rather than diversional camping

Recommendations

- Shorten material
- Reduce workload
- Simplify working in places
- Simplify and personalize directions
- Provide more information for independent use of the material
- Place all materials for an activity together rather than in separate sections of the manual
- Place more emphasis on tasks of the Program Specialist as separate from those of the Camp Counselor
- Provide more information on adapting activities
- Provide more examples of model training programs, organizational charts, "non-activity" objectives, individual and unit objectives, and materials to supplement activities
- Provide more information on goal setting
- Provide information on staff/camper interactions and female/male interactions
- Increase the number of references and materials and provide more complete citations for the references

Assessment. Indiana University was the only field test site which utilized the post test. Since they had adapted the module, they adapted the tests to parallel the instruction provided. The first three questions for the post test in Unit 3.1 were omitted because the worksheets were previously covered as activities, the last two items were omitted because of time constraints, and a new question was added to tap the "why" of completing inventories.

In the post test for Unit 3.2, questions were omitted which had not been covered in instruction.

In Unit 3.3, questions 1 and 2 were eliminated from the post test because there was not enough time to practice the needed skills. Although the students performed well on the test items administered, the items will be further evaluated to determine their time requirements, necessity and relevance to instruction.

Summary. Although Module 3 will need some revision, it has many strong areas. The attitudes were positive toward the content and knowledge gained. Yet, the participants felt the format needed revision to alleviate redundancies, simplify language and reduce the workload.

Module 4

Fifty-two trainees from Indiana University, Camp Hickory Ridge and Camp Harmon completed the evaluation process for Module 4, "Considerations of Health and Safety". Camp Greentop evaluated each objective individually for completion and value of instruction, rather than utilizing the total module evaluation form.

Participant Evaluation Questionnaire. The "Participant Evaluation Questionnaire" indicated trainees had a positive attitude toward Module 4. Eighty-seven percent of the trainees responded that the module was "interesting". Ninety-two percent felt they "learned" from the module and 90 percent felt what they learned was "important". The workload was considered "just right" by 84 percent of the participants and the pace "just right" by 90 percent of the participants. Positive responses were also given to the appropriateness of the tests (82 percent), clarity (82 percent), organization (84 percent), directions (92 percent) and content (90 percent). When asked about specific portions of a CBI module, again, the responses were positive. The performance objectives were considered clear by 90 percent of the trainees and realistic by 94 percent. The activities were considered sufficient by 76 percent of the trainees, and no field test site indicated they had problems completing the materials.

If any major criticism existed with Module 4, it concerned areas which had not been included in the instructional program. Participants felt these omissions weakened the content of Module 4.

General Comments

- Reorganize and put all parts of one unit together
- Trainees should complete more than one activity for each performance objective
- There was not enough structure for individual trainees and activity supervisors could have been given more authority
- Our nurse should have been utilized more extensively

Recommendations

- Revise information on drugs
- Provide more information on health and safety procedures
- Provide more information on first-aid (mouth-to-mouth resuscitation, CPR, drugs, water safety, choking, fire, and emergency procedures)
- Add additional information on lifting and transfer, feeding, understanding of appliances, seizures, diabetes and convulsions
- Utilize demonstration techniques as a method of testing
- Provide for more practice of skills

Assessment. Camp Harmon, Camp Hickory Ridge and Indiana University used the two post tests provided for Module 4, while Indiana also developed a pre-test to assess entry skills.

There were no problems associated with either post test. Both were clearly stated, applicable to camp and appropriate for the material presented in the module. The one criticism was that more opportunity should be given for demonstration, simulation and practice of the skills.

Summary. Generally, the students felt Module 4 was interesting, important and provided information for learning. They felt it was clear, well organized and represented a realistic workload and pace. The main problems centered on material they felt should have been included, as well as more opportunity to simulate and/or practice the needed skills and procedures.

Module 5

Thirty-seven participants from Camp Harmon, Camp Hickory Ridge, and Indiana University evaluated Module 5, "Developing Behavioral Skills". As in previous modules, Camp Greentop evaluated each objective individually for completion and value of instruction, rather than utilizing the total module evaluation form.

Participant Evaluation Questionnaire. The "Participant Evaluation Questionnaire" indicated that 97 percent of the students learned new knowledge and skill from Module 5 and 95 percent felt what they learned was generally important. The students viewed the module as interesting (97 percent) and clear (86 percent). Although some students commented that the pace was fast and the workload heavy, the statistics showed that 73 percent considered the workload "just right" or "light" and 81 percent reported that the pace was "just right".

In assessing the effectiveness of the learning activities, 70 percent of the respondents felt they allowed practice of skills necessary for post-assessment, 65 percent that the post-assessment was appropriate, and 72 percent indicated they had no problems with the directions.

General Comments

- Well-prepared and written
- Workload seemed heavy
- At times too academic and verbose
- Module excellent, writer should receive a large amount of positive reinforcement
- Activity 5.1 got you thinking
- Very good reading materials
- Large variety of learning activities
- Excellent resources
- Goal setting activities helpful
- Ten strategies helpful
- Examples of counselor-camper relationships nice

Recommendations

- Add some situation type questions or case studies
- Revise page 79 which deals with stereotyping
- Revise directions to make more clear and concise

- Provide opportunities to practice skills with campers, for example as in-service activities during camp
- Provide more time for discussion
- On post test 5.2, provide more directions
- Provide more reference material

Assessment. Camp Hickory Ridge and Indiana University utilized the post tests for units 5.2, 5.4, and 5.5. Units 5.1 and 5.3 contained no post tests but used activity completion as the method of evaluation.

The post test for unit 5.2 posed no problems except for clarification of the directions. Trainees had problems remembering what number should correspond with what response on the Climate Index and questioned which was the important aspect, remembering the numbers or using the information. Post test 5.4 posed no problems other than the specification of what behaviors would be considered acceptable as answers for Question 2.

Post test 5.5 will need the most revision. Directions for Question 2 were confusing and needed clarification. Possibly combining questions 1 and 2 will clear this confusion. Questions 4 and 5 should be reviewed to clarify what will be considered acceptable as answers. The true-false questions should be checked for appropriateness.

Summary. The information evaluated for Module 5 indicated that the trainees felt the content and format were interesting, clear and important. Positive comments indicated the material was well-written and useful for camp. The only major criticism was the academic focus, signifying a need to provide more opportunity for simulation and practice of behavior skills with campers.

Module 6

Thirty-eight trainees from Indiana University, Camp Harmon and Camp Hickory Ridge evaluated Module 6, "Evaluating the Camp Experience". Camp Greentop did not evaluate the materials since they did not complete Module 6.

Participant Evaluation Questionnaire. The response to Module 6 was positive with 92 percent of the respondents replying the module was "interesting". Eight-one percent stated that they had learned something from Module 6, and 86 percent felt what they learned was "important". The workload and pace were determined to be appropriate with 79 percent stating the pace was "just right" and 85 percent stating the workload was "just right" or "light".

Positive responses also revealed that the module was "clear" (74 percent), "organized" (93 percent), the format "clear" (71 percent), the directions "clear" (74 percent) and the performance objectives "clear" (85 percent) and "realistic" (87 percent).

These positive responses to Module 6 indicate the module has appropriate content and format and will need few changes.

General Comments

- Module generally geared to right focus
- Author made complex area concise and understandable
- Well organized
- Clearly written; realistic
- Common sense approach and good review
- A good job
- Straight forward

Recommendations

- Simplify directions and provide more information and examples
- Clarify use of evaluation forms
- Provide more independent activities
- Eliminate unnecessary paperwork
- Place all parts of one unit together

Assessment. Module 6 was organized as a self-evaluation measure and did not utilize formal testing procedures. Evaluation was incorporated into the activities specified in the units of instruction.

Summary. Module 6 was well received by the students participating in the field test. They viewed it as interesting and important and felt they learned from the content. They considered the material to be appropriate, well-paced, organized and clear. Thus, Module 6 will have few revisions.

Project REACH

Camp Counselor Training Program
Development Field-Testing
Summer, 1978

Trainer's Instructions

1. Orient the students to Project REACH's training program.
2. Explain to the students their role and responsibilities as field-test participants.
3. Give the students the letter from REACH, consent form, and student data sheet.
4. Determine or assign student code numbers.
5. Collect and save the consent forms and student data sheets.
6. Introduce and begin training program.
7. Save and return all pre- and post-tests. Be sure that the students use their code numbers on all materials which are to be returned to the REACH office.
8. RECORD and return any errors that you and your students find in the margins of the training manual.
9. RECORD any problems or difficulties that you encounter with any section of the training materials. For example, directions, format, sequencing of material, learning activities, worksheets . . .
10. NOTE learning activities and sections of each module you thought were good or extremely helpful. Add materials which were necessary for you to help your students achieve the objectives.
11. Have your students complete and return a Module Evaluation Questionnaire for each module.
12. Give your students the final training program evaluation form and discussion group guide.
13. Arrange for an outside discussion leader.
14. Have the discussion leader adhere to the following directions.
    a. Explain the purpose of the discussion.

       To critically discuss the training program so that information may be collected regarding possible revisions and improvements.

b. Remind the students that we are interested in all their comments and observations regarding the materials. It is essential that they be candid in their responses. They should answer all items on the training program questionnaire and read all discussion questions before participating in the group discussion.

c. Tell the Participants that all responses are confidential and that we are interested in evaluating the materials, not the participants adequacy of performance. If they do not feel comfortable discussing certain issues, they may write their comments on the evaluation form. The instructor/s will not see the results of the discussion until after grades have been assigned. All comments will be edited and typed before the instructor/s review/s the results.

d. Please assign someone to take notes and tape-record the discussion. This information along with the participant's responses will be used to compile results and make changes in the materials and training program.

e. Have the students return their questionnaires in the self-addressed, pre-stamped envelopes.

15. Contact our office when you have completed the training program.

16. Return the student's data sheets and tests to Project REACH's office.

17. Participate in an evaluation of the training program. Be sure to keep notes in a training manual which will be returned to the REACH office.

CAMP STAFF TRAINING PROGRAM
PARTICIPANT INFORMATION AND CONSENT FORM

May, 1978

Dear Student:

I understand that the camp counseling course in which I am now enrolled is a part of an instructional program being developed by the University of Kentucky and sponsored by the Bureau of Education for the Handicapped. The purpose of the competency-based training program is to prepare camp counselors to work in camps for the physically handicapped.

Indiana University in cooperation with Project REACH has agreed to participate in the developmental field-testing of the camp counselor training program. The purpose of the testing is to determine the most effective methods and materials to be included in the training program.

By participating in the developmental field-testing you are requested to fill out evaluation forms, participate in a group discussion and return all tests to Project REACH. We assure you that all comments and responses will be held in the strictest confidence. A code number will be assigned to you for use on all materials returned to our office. Also, we would like to assure you that your comments and responses will not in any way be reflected by the grade you receive for this course.

Remember, as a participant in the camp staff training program, you play an important role in the development of the instructional materials. Because you are one of the primary sources of feedback for revision, we ask that you do the following:

- Spend an appropiate amount of time carefully examining and working through the modules.
- Be honest and candid in your remarks about the program.
- Attend all class sessions.
- Fill out all evaluation forms.
- Attend a group discussion following the end of the training program.

In return, you will be provided with the camp staff training manuals and a certificate of completion at the end of the course.

REACH
A PROJECT TO DEVELOP RESOURCES FOR THE EXPANSION AND ADVANCEMENT OF CAMPING FOR THE HANDICAPPED
405 BRADLEY HALL UNIVERSITY OF KENTUCKY LEXINGTON, KY 40506 (606)258-2772
DENNIS A. VINTON · PROJECT DIRECTOR ELIZABETH M. FARLEY · PRINCIPAL INVESTIGATOR

From the beginning, we would like to express our appreciation for your support in this project. The activities in which you will be participating are critical to the success of the research being conducted. Working with us on the materials presents an opportunity for you to view ongoing research in the field of therapeutic recreation. While it will require some time and effort on your part, we feel that it will be a positive and rewarding learning experience.

Any questions you have concerning the program will be gladly answered by your instructor or by our staff. Before participating in the developmental field-testing, it is necessary to obtain your consent. Once you give your consent, it should be understood that you are still free to withdraw from it at any time.

Once again, thank you for your assistance. We hope that you will find this experience to be interesting and enjoyable while, at the same time, learning about camping and the physically disabled.

Sincerely,

Elizabeth M. Farley, Ed.D.
Principal Investigator

/jms

Cut along this line.

Consent Form

Directions: After reading the preceeding information, please sign and return this form to your instructor.

I have read and understood the above explanation and agree to participate in the developmental field-testing of the camp counselor training program.

(Signature) (Date)

Project REACH

PARTICIPANT DATA SHEET

1. Name: ______________________ Code No.* ______________

2. Age: ______________________ 3. Sex: (circle) Male Female

4. Class: (circle) Freshman Sophomore Junior Senior Graduate

5. Major: ______________________

6. University: ______________________

7. List any camping or related training or courses (outdoor education, etc.) that you have completed. ______________________

8. List any courses you have completed that dealt with the physically disabled. These courses may be special education, psy., therapeutic rec., voc. ed., etc.
____
____
____

9. Please complete the following items regarding your work experience(s) in camping. If you need more space, please continue on the back of this page.

Name of camp: ____________	Name of camp : ____________
Position: ____________	Position: ____________
Dates worked: ____________	Dates worked: ____________
Type of camp: (circle) a. day camp b. school camp c. resident camp d. special interest camp e. family camp f. other	Type of camp: (circle) a. day camp b. school camp c. resident camp d. special interest camp e. family camp f. other
Population served: ________	Population served: ________

10. Please complete the following items regarding your work experience(s) with physically disabled persons:

Place of employment: ______________________
Position: ______________________
Dates worked: ______________________
Population served: ______________________

Place of employment: ______________________
Position: ______________________
Dates worked: ______________________
Population served: ______________________

(Camp Counselor Training Program
Developmental Field-Testing
Summer, 1978)

*NOTE: Your name will not be used on any other materials (questionnaires, tests, or worksheets), rather, you and your trainer should establish a code number which will be known only to the researcher, the trainer, and yourself.

Project REACH
Camp Counselor Training Program
Summer, 1978

MODULE EVALUATION QUESTIONNAIRE

Directions: On the following pages, you will find a short questionnaire for the module you have just completed. Write your code number the date, and the module title and number in the appropriate spaces. Then, answer items 1 through 16 by checking the appropriate response. Questions 17 through 24 should be answered by checking the appropriate box marked yes, no, or no opinion. A space for comments has been provided after each question so that you may explain your answers. If additional space is needed for comments, continue on the back of the page.

Your answers are quite important, as they will be used as one of the primary sources for revision of the module. So please, consider each question carefully before answering. All comments will be greatly appreciated.

Code Number: ______________________________ Date: ______________

Module Title and Number: ______________________________

1. The module was:

___ (A) extremely interesting
___ (B) interesting
___ (C) somewhat interesting
___ (D) uninteresting
___ (E) boring

2. The material was paced:

___ (A) much too fast
___ (B) a little too fast
___ (C) just right
___ (D) a little too slow
___ (E) much too slow

3. I learned:

___ (A) a great deal
___ (B) much
___ (C) some
___ (D) not very much
___ (E) nothing

4. The module was:

___ (A) very clear
___ (B) clear
___ (C) somewhat clear
___ (D) slightly confusing
___ (E) very confusing

5. What I learned was:

___ (A) very important
___ (B) important
___ (C) somewhat important
___ (D) generally unimportant
___ (E) a waste

6. The tests that were used in the module were:

___ (A) very appropriate
___ (B) appropriate
___ (C) somewhat appropriate
___ (D) a little appropriate
___ (E) not at all appropriate

7. How would you describe the work load imposed upon you by the module?

___ (A) extremely heavy
___ (B) heavy
___ (C) just about right
___ (D) light
___ (E) extremely light

8. The directions for the module were:

___ (A) very clear
___ (B) clear
___ (C) somewhat clear
___ (D) slightly confusing
___ (E) very confusing

9. The format of the module was:

___ (A) very clear
___ (B) clear
___ (C) somewhat clear
___ (D) slightly confusing
___ (E) very confusing

10. The content of the module was:

___ (A) much too easy
___ (B) somewhat easy
___ (C) just about right
___ (D) somewhat difficult
___ (E) much too difficult

11. The module was:

___ (A) very well organized
___ (B) well organized
___ (C) organized
___ (D) somewhat organized
___ (E) very unorganized

12. The flow chart was:

___ (A) very clear
___ (B) clear
___ (C) somewhat clear
___ (D) slightly confusing
___ (E) very confusing

13. The behavioral objectives were:

___ (A) very clear
___ (B) clear
___ (C) somewhat clear
___ (D) slightly confuing
___ (E) very confusing

14. The behavioral objectives were:

___ (A) very realistic
___ (B) realistic
___ (C) somewhat realistic
___ (D) somewhat unrealistic
___ (E) very unrealistic

15. After working through the module, the concept of camping for the physically disabled is:

___ (A) very clear
___ (B) clear
___ (C) somewhat clear
___ (D) slightly confusing
___ (E) very confusing

16. Generally, the module was:

___ (A) excellent
___ (B) good
___ (C) average
___ (D) fair
___ (E) poor

Answer Questions 17 through 24 by placing an X in the appropriate box marked yes, no, or no opinion. Space has been provided for comments following each question so that you may qualify your answers.

	YES	NO	NO OPINION
17. Is the overall purpose and goal of the module presented clearly? Comments:			
18. Is enough information presented to allow you to independently work through the module? Comments:			
19. Is the module free of racial and sexual bias? Comments:			
20. Were there a sufficient number and variety of learning and alternate activities provided? Comments:			
21. Did the learning activities allow you to practice skills that were needed for post assessment? Comments:			
22. Were the remedial activities appropriate? Comments:			
23. Did you experience any difficulty with the work materials? If so, explain. Comments:			

YES	NO	NO OPINION

24. Did you experience problems completing any of the activities? If so, specify both the activity and the problem(s).
Comments:

Comment on any specific revisions you feel should be made.

Thank you.

Project REACH

Follow-up Questionnaire and Discussion Group Guide

Camp Counselor Training Program
Summer, 1978

Code Number ______________________________

Date: ______________________________

Place: ______________________________

Date of Field Experience ______________________________

Trainer/s: ______________________________

Discussion Leader: ______________________________

Directions: On the attached pages, you will find numbered questions which you are to answer regarding the camp counselor and program specialist training manual and training program. Also, you will find questions which will serve as a guide for group discussion.

1. Answer all numbered questions by placing an X in the appropriate box. If you are undecided about a question, or if you have no opinion, put an X in the box marked "No Opinion."
2. Read all related discussion questions. A space for comments has been provided after each set of questions. Use this space to explain your answers to the numbered questions and for notes during the group discussion.
3. After completing steps #1 and #2, participate in a group discussion. It is essential that all numbered questions have been answered and that you have read all discussion questions. As a group, you may add or delete questions as needed.

Your answers are very important to us as they will be used as one of the primary sources for revisions in the training procedures and manual. So please consider each question carefully before responding. Be honest, candid, and constructive in your criticism, so that we might effectively respond to your suggestions and truly improve the training program.

As stated at the beginning of this course, all comments and responses will be held in the strictest confidence. Results from the questionnaire and follow-up discussion will not be shared with your instructor/s until after grades have been assigned. All responses will be edited and typed and have code numbers removed before being sent to the instructor/s. If you prefer, you may return the questionnaire in a self-addressed, pre-stamped envelope which is available from the discussion leader.

The questionnaire addresses the following topics:

Evaluation of Orientation
Evaluation of Training Manual
Evaluation of Training Procedure
Evaluation of Content

Write your code number at the beginning of each of the four sections of the questionnaire.

____
Code Number

EVALUATION OF ORIENTATION

	Yes	No	No Opinion
1. Did Part I of the training manual adequately explain the purpose and approach of the training program?	☐	☐	☐

What topics were most helpful?

What additional information was needed?

Was the material too detailed? What suggestions do you have to make it easier to read and more helpful to the trainee?

	Yes	No	No Opinion
2. Did your trainer provide an adequate orientation to aid in your understanding of the training program and manual?	☐	☐	☐

How much time should be spent introducing the training program?

What information should be given the trainee at the beginning of the program? What topics covered?

	Yes	No	No Opinio
3. Are both a verbal and written explanation needed to adequately explain the program and manual?	☐	☐	☐

What other media or methods of presentation would be more useful in explaining the training program?

What do trainees, new to CBI, need to be told to start the instructional program?

General comments and suggestions:

Code Number ____________

EVALUATION OF TRAINING MANUALS

Yes | No | No Opinion

1. Was the style and format satisfactory? ☐ ☐ ☐

What did you like best about the manuals?

What did you like least about the manuals?

What are things you would change to make the manuals more attractive and useful?

2. Were the training manuals logically organized? ☐ ☐ ☐

What changes do you think need to be made?

3. Were the manuals easy to use? ☐ ☐ ☐

What made the manuals functional?

What would make the manuals more serviceable?

4. In general, was all of the information and material you needed available in the training manuals? ☐ ☐ ☐

What was not?

	Yes	No	No Opinion
5. Was the material written in a clear and concise manner?	☐	☐	☐

List sections in the manual where you were uncertain as to how to proceed.

What sections in the manual did you think were redundant?

What sections in the manual were most understandable and succinct?

	Yes	No	No Opinion
6. Were the modules well organized?	☐	☐	☐

Were the modules easy to understand and read?

	Yes	No	No Opinion
7. Did the introduction and directions provide you with the necessary information to begin the modules?	☐	☐	☐

Were the introductions interesting?

Were the directions clear?

	Yes	No	No Opinion
8. Did the flow charts contribute to your understanding of proceeding through the modules?	☐	☐	☐

Comments:

9. Did the content outlines aid you in locating material within the modules?	☐	☐	☐

Were titles confusing?

Should more sections be listed in the content outlines?

10. Did you read the trainees information sections?	☐	☐	☐

Did they help you as you proceeded through the modules?

11. Was enough explanation provided to enable you to do the learning activities?	☐	☐	☐

What changes do you recommend for improving the organization and explanation of the learning activities?

12. Did the color coded sections help you to locate material?	☐	☐	☐

Would it be easier to have the tests and worksheets in a different booklet?

Would you recommend having a separate book for all the readings?

	Yes	No	No Opinion
13. Did the black tabs at the edge of the pages help you to find the different modules?	☐	☐	☐

Did the black tabs help you to identify the different units of instruction?

14. Were technical terms well defined?	☐	☐	☐

What terms did you not understand?

What terms did you find confusing or misleading?

15. Did you refer to the resources listed at the end of each module?	☐	☐	☐

Comments:

16. Was enough information provided in the training manuals to help you realistically complete the program?	☐	☐	☐

What material would you eliminate?

What material needs to be expanded?

General comments and suggestions:

____
Code Number

EVALUATION OF TRAINING PROCEDURE

Yes	No	No Opinion

1. Prior to this course, have you ever used the competency-based instructional (CBI) approach? ☐ ☐ ☐

   List course/s and circumstance/s.

2. Do you like CBI as a training approach? ☐ ☐ ☐

   Why?

3. Do you think CBI is a good method for training camp counselors? ☐ ☐ ☐

   How do you think this approach differs from what is currently being done during pre-camp training?

   How would you explain CBI's assets to a camp director?

   Its liabilities?

4. Was this a good method to use for teaching a camp counselor course? ☐ ☐ ☐

   What did you like best about it?

What did you like least about it?

How would you like to see it changed?

	Yes	No	No Opinion
5. Do you think the CBI process is easy to learn and use?	☐	☐	☐

What ways do you think it could be changed to help trainees better understand what is expected of them?

	Yes	No	No Opinion
6. Did you like knowing what you were expected to learn and what you would be tested on?	☐	☐	☐

Was the Camp Counselor CBI course too structured?

Were the behavioral objectives clear and concise?

Did you understand what you were expected to accomplish and how you would be tested over the behavioral objectives?

Were you satisfied with your accomplishments?

General comments and suggestions:

Code Number

EVALUATION OF THE CONTENT

Question	Yes	No	No Opinion
1. In general, did you enjoy working through the training program and find it interesting?	☐	☐	☐

What part did you like the best?

Which module was most interesting?

Which module was least interesting?

What changes do you suggest for making the material more interesting?

Question	Yes	No	No Opinion
2. Do you feel, as a result of the training program, that you are prepared to work as a camp counselor in a camp for the physically handicapped?	☐	☐	☐

Which module was most valuable?

Which module was least important?

What material needs to be added to make the training program complete?

Question	Yes	No	No Opinion
3. Was most of the information presented in the modules new to you?	☐	☐	☐

What material was not?

If you were previously exposed to the material, did it provide appropriate review?

If you were previously exposed to the material, was it presented in a new and interesting manner?

What information, if any, was unnecessary?

	Yes	No	No Opinion
4. Is this a good training program for the experienced camp counselor?	☐	☐	☐

What information does the experienced camp counselor need to review?

5. Was enough time provided to complete the training program?	☐	☐	☐

Where did you have problems completing the work?

6. Are the behavioral objectives important for you to know to be a camp counselor?	☐	☐	☐

Were they clear and understandable?

Were they attainable?

7. Do you think the learning activities helped you to achieve the behavioral objectives?	☐	☐	☐

List two learning activities that you feel were the most outstanding.

1.
2.

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List two learning activities which you feel need to be revised.

1.
2.

8. Did you complete any of the alternate activities?

Yes	No	No Opinion
☐	☐	☐

Comments:

Did you complete any of the enriching activities?

Comments:

Did you complete any of the remedial activities?

Comments:

9. Did you think the post-tests were a fair measure of assessing what you had learned?

☐	☐	☐

What benefits do you see in having the pre-tests available?

Should the tests and answers be included in the trainee's manuals?

What are the advantages and disadvantages to having the tests and answers included with the training materials?

10. What was your general reaction to:

Module 1: An Orientation to Camping in the camp

Module 2: About the Campers

Module 3: Program Planning and Leadership

Module 4: Health and Safety Considerations

Module 5: Developing Behavioral Skills

Module 6: Evaluating the Camp Experience

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Note to Respondent: Please, fill out the last three questions on your own following the group discussion.

11. If you could make three changes in the training program, what would they be?

    1.
    2.
    3.
    4.

12. What three aspects of the training program do you feel so good about that you would not like to see them changed?

    1.
    2.
    3.

13. Now that you have finished the training program, how do you feel you have benefited from it and how do you plan to use your training?

Additional comments and suggestions:

CAMP STAFF TRAINING PROGRAM
PARTICIPANT INFORMATION AND CONSENT FORM

May, 1978

Dear Staff Member:

I understand that the camp counseling training program in which I am now enrolled is a part of an instructional program being developed by the University of Kentucky and sponsored by the Bureau of Education for the Handicapped. The purpose of the competency-based training program is to prepare camp counselors to work in camps for the physically handicapped.

Your camp, in cooperation with Project REACH, has agreed to participate in the developmental field-testing of the camp counselor training program. The purpose of the testing is to determine the most effective methods and materials to be included in the training program.

By participating in the developmental field-testing, you are requested to fill out evaluation forms, participate in a group discussion and return all tests to Project REACH. We assure you that all comments and responses will be held in the strictest confidence. A code number will be assigned to you for use on all materials returned to our office.

Remember, as a participant in the camp staff training program, you play an important role in the development of the instructional materials. Because you are one of the primary sources of feedback for revision, we ask that you do the following:

- Spend an appropriate amount of time carefully examining and working through the modules.
- Be honest and candid in your remarks about the program.
- Attend all training sessions.
- Fill out all evaluation forms.
- Attend a group discussion following the end of the training program.

In return, you will be provided with the camp staff training manuals and a certificate of completion at the end of the course.

From the beginning, we would like to express our appreciation for your support in this project. The activities in which you will be participating are critical to the success of the research being conducted. Working with us on the materials presents an opportunity for you to view on-going research in the field of camping. While it will require some time and effort on your

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part, we feel that it will be a positive and rewarding learning experience.

Any questions you have concerning the program will be gladly answered by your camp director or by our staff. Before participating in the developmental field-testing, it is necessary to obtain your consent. Once you give your consent, it should be understood that you are still free to withdraw from it at any time.

Once again, thank you for your assistance. We hope that you will find this experience to be interesting and enjoyable while, at the same time, learning about camping and the physically disabled.

Sincerely,

Betty Farley

Elizabeth M. Farley, Ed. D.
Principal Investigator

tlh

Cut along this line.

Consent Form

Directions: After reading the preceding information, please sign and return this form to the camp director.

I have read and understood the above explanation and agree to participate in the developmental field-testing of the camp counselor training program.

____
(Signature) (Date)

APPENDIX H

OUTSIDE EVALUATORS DISCUSSION QUESTIONNAIRE

Project REACH

Follow-up Questionnaire and Discussion Group Guide

Camp Counselor Training Program
Summer, 1978

Code Number ______________________________

Date: ______________________________

Place: ______________________________

Date of Field Experience ______________________________

Trainer/s: ______________________________

Discussion Leader: ______________________________

Directions: On the attached pages, you will find numbered questions which you are to answer regarding the camp counselor and program specialist training manual and training program. Also, you will find questions which will serve as a guide for group discussion.

1. Answer all numbered questions by placing an X in the appropriate box. If you are undecided about a question, or if you have no opinion, put an X in the box marked "No Opinion."

2. Read all related discussion questions. A space for comments has been provided after each set of questions. Use this space to explain your answers to the numbered questions and for notes during the group discussion.

3. After completing steps #1 and #2, participate in a group discussion. It is essential that all numbered questions have been answered and that you have read all discussion questions. As a group, you may add or delete questions as needed.

Your answers are very important to us as they will be used as one of the primary sources for revisions in the training procedures and manual. So please consider each question carefully before responding. Be honest, candid, and constructive in your criticism, so that we might effectively respond to your suggestions and truly improve the training program.

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As stated at the beginning of this course, all comments and responses will be held in the strictest confidence. Results from the questionnaire and follow-up discussion will not be shared with your instructor/s until after grades have been assigned. All responses will be edited and typed and have code numbers removed before being sent to the instructor/s. If you prefer, you may return the questionnaire in a self-addressed, pre-stamped envelope which is available from the discussion leader.

The questionnaire addresses the following topics:

Evaluation of Orientation
Evaluation of Training Manual
Evaluation of Training Procedure
Evaluation of Content

Write your code number at the beginning of each of the four sections of the questionnaire.

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Code Number ____________

EVALUATION OF ORIENTATION

Yes	No	No Opin

1. Did Part I of the training manual adequately explain the purpose and approach of the training program? ☐ ☐ ☐

   What topics were most helpful?

   What additional information was needed?

   Was the material too detailed? What suggestions do you have to make it easier to read and more helpful to the trainee?

2. Did your trainer provide an adequate orientation to aid in your understanding of the training program and manual? ☐ ☐ ☐

   How much time should be spent introducing the training program?

   What information should be given the trainee at the beginning of the program? What topics covered?

	Yes	No	No Opinion
3. Are both a verbal and written explanation needed to adequately explain the program and manual?	☐	☐	☐

What other media or methods of presentation would be more useful in explaining the training program?

What do trainees, new to CBI, need to be told to start the instructional program?

General comments and suggestions:

Code Number ____________

EVALUATION OF TRAINING MANUALS

Yes	No	No Opini

1. Was the style and format satisfactory? ☐ ☐ ☐

   What did you like best about the manuals?

   What did you like least about the manuals?

   What are things you would change to make the manuals more attractive and useful?

2. Were the training manuals logically organized? ☐ ☐ ☐

   What changes do you think need to be made?

3. Were the manuals easy to use? ☐ ☐ ☐

   What made the manuals functional?

   What would make the manuals more serviceable?

4. In general, was all of the information and material you needed available in the training manuals? ☐ ☐ ☐

What was not?

	Yes	No	No Opinion
5. Was the material written in a clear and concise manner?	☐	☐	☐

List sections in the manual where you were uncertain as to how to proceed.

What sections in the manual did you think were redundant?

What sections in the manual were most understandable and succinct?

6. Were the modules well organized?	☐	☐	☐

Were the modules easy to understand and read?

7. Did the introduction and directions provide you with the necessary information to begin the modules?	☐	☐	☐

Were the introductions interesting?

Were the directions clear?

Yes	No	No Opinion

8. Did the flow charts contribute to your understanding of proceeding through the modules? ☐ ☐ ☐

Comments:

9. Did the content outlines aid you in locating material within the modules? ☐ ☐ ☐

Were titles confusing?

Should more sections be listed in the content outlines?

10. Did you read the trainees information sections? ☐ ☐ ☐

Did they help you as you proceeded through the modules?

11. Was enough explanation provided to enable you to do the learning activities? ☐ ☐ ☐

What changes do you recommend for improving the organization and explanation of the learning activities?

12. Did the color coded sections help you to locate material? ☐ ☐ ☐

Would it be easier to have the tests and worksheets in a different booklet?

Would you recommend having a separate book for all the readings?

	Yes	No	No Opinion
13. Did the black tabs at the edge of the pages help you to find the different modules?	☐	☐	☐

Did the black tabs help you to identify the different units of instruction?

14. Were technical terms well defined?	☐	☐	☐

What terms did you not understand?

What terms did you find confusing or misleading?

15. Did you refer to the resources listed at the end of each module?	☐	☐	☐

Comments:

16. Was enough information provided in the training manuals to help you realistically complete the program?	☐	☐	☐

What material would you eliminate?

What material needs to be expanded?

General comments and suggestions:

Code Number ____________

EVALUATION OF TRAINING PROCEDURE

	Yes	No	No Opinion
1. Prior to this course, have you ever used the competency-based instructional (CBI) approach?	☐	☐	☐

List course/s and circumstance/s.

2. Do you like CBI as a training approach?	☐	☐	☐

Why?

3. Do you think CBI is a good method for training camp counselors?	☐	☐	☐

How do you think this approach differs from what is currently being done during pre-camp training?

How would you explain CBI's assets to a camp director?

Its liabilities?

4. Was this a good method to use for teaching a camp counselor course?	☐	☐	☐

What did you like best about it?

What did you like least about it?

How would you like to see it changed?

	Yes	No	No Opinion
5. Do you think the CBI process is easy to learn and use?	☐	☐	☐

What ways do you think it could be changed to help trainees better understand what is expected of them?

6. Did you like knowing what you were expected to learn and what you would be tested on?	☐	☐	☐

Was the Camp Counselor CBI course too structured?

Were the behavioral objectives clear and concise?

Did you understand what you were expected to accomplish and how you would be tested over the behavioral objectives?

Were you satisfied with your accomplishments?

General comments and suggestions:

Code Number

EVALUATION OF THE CONTENT

	Yes	No	No Opinion
1. In general, did you enjoy working through the training program and find it interesting?	☐	☐	☐

What part did you like the best?

Which module was most interesting?

Which module was least interesting?

What changes do you suggest for making the material more interesting?

	Yes	No	No Opinion
2. Do you feel, as a result of the training program, that you are prepared to work as a camp counselor in a camp for the physically handicapped?	☐	☐	☐

Which module was most valuable?

Which module was least important?

What material needs to be added to make the training program complete?

	Yes	No	No Opinion
3. Was most of the information presented in the modules new to you?	☐	☐	☐

What material was not?

If you were previously exposed to the material, did it provide appropriate review?

If you were previously exposed to the material, was it presented in a new and interesting manner?

What information, if any, was unnecessary?

	Yes	No	No Opinion
4. Is this a good training program for the experienced camp counselor?	☐	☐	☐

What information does the experienced camp counselor need to review?

5. Was enough time provided to complete the training program?	☐	☐	☐

Where did you have problems completing the work?

6. Are the behavioral objectives important for you to know to be a camp counselor?	☐	☐	☐

Were they clear and understandable?

Were they attainable?

7. Do you think the learning activities helped you to achieve the behavioral objectives?	☐	☐	☐

List two learning activities that you feel were the most outstanding.

1.
2.

List two learning activities which you feel need to be revised.

1.
2.

	Yes	No	No Opinion
8. Did you complete any of the alternate activities?	☐	☐	☐

Comments:

Did you complete any of the enriching activities?

Comments:

Did you complete any of the remedial activities?

Comments:

9. Did you think the post-tests were a fair measure of assessing what you had learned?	☐	☐	☐

What benefits do you see in having the pre-tests available?

Should the tests and answers be included in the trainee's manuals?

What are the advantages and disadvantages to having the tests and answers included with the training materials?

10. What was your general reaction to:

Module 1: An Orientation to Camping in the camp

Module 2: About the Campers

Module 3: Program Planning and Leadership

Module 4: Health and Safety Considerations

Module 5: Developing Behavioral Skills

Module 6: Evaluating the Camp Experience

Note to Respondent: Please, fill out the last three questions on your own following the group discussion.

11. If you could make three changes in the training program, what would they be?

    1.
    2.
    3.

12. What three aspects of the training program do you feel so good about that you would not like to see them changed?

    1.
    2.
    3.

13. Now that you have finished the training program, how do you feel you have benefited from it and how do you plan to use your training?

Additional comments and suggestions:

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APPENDIX I

CURRICULUM DEVELOPMENT TASK FORCE MEMBERS AND REVIEW FORMS

Curriculum Development Task Force Committee

Rev. Paul Howells
2900 Queen Lane
Philadelphia, PA
19129

Dr. Julia Brown
1014 Birch Haven Road
Monona, WI 73716

Dr. William Hammerman
10 St. James Court
Daly City, CA 94015

Dr. Edith Klein
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Athens, GA 30602

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04107

Dr. Nelson Weiters
2526 Hobson Road
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60515

Armand Ball
American Camping
Association
Bradford Woods
Martinsville, IN
46151

Kay Kester-Oliver
American Camping
Association
Bradford Woods
Martinsville, IN
46151

Dr. Robert Christie
Route 6, Bradford Woods
Martinsville, IN
46151

September 1978

We appreciate being given the opportunity to work with you as a member of ACA's Curriculum Committee. The solicitation of your opinions and constructive comments will enable us to develop a better, on-target camp director training program.

The training programs have been written for those camps serving the physically handicapped. It is our feeling that most of the material is generic to all camp directors regardless of the campers they serve. However, we will be relying on you to tell us where changes need to be made.

First, you will want to review the camp director competencies developed by Project REACH. At our meeting in September, we will present a comparison of ACA's and REACH's competencies. After reviewing the enclosed competencies, you will want to review: 1) sample modules 5, 6 and 8; 2) Preparing Camp Personnel Modules 1 and 2 and the content outline for Module 3; and 3) Auxiliary Staff Field Guides. Directions for the review of these materials is attached to them.

I would like to say, once again, how pleased we are to be working with you on this project, and look forward to meeting you in Indiana.

Sincerely,

Elizabeth M. Farley, Ed.D.
Principal Investigator

/jms

Enclosures: List of Competencies
Modules 5, 6 and 8
Preparing Camp Personnel, Modules 1 and 2
Content Outline, Module 3
Auxiliary Staff Field Guides
Review Forms

REACH
PROJECT TO DEVELOP RESOURCES FOR THE EXPANSION AND ADVANCEMENT OF CAMPING FOR THE HANDICAPPED
405 BRADLEY HALL UNIVERSITY OF KENTUCKY LEXINGTON, KY 40506 (606)258-2772
NE A. VINTON · PROJECT DIRECTOR ELIZABETH M. FARLEY · PRINCIPAL INVESTIGATOR

CDC REVIEWER'S DIRECTIONS

As a reviewer, it is requested that you:

READ Modules 5, 6, and 8 carefully;
NOTE errors, omissions, suggestions, etc. on the modules;
COMPLETE the Module Evaluation Forms; and
BRING the completed forms and modules with your suggestions to the meeting on September 21.

Directions for responding to questionnaires:

Included in this packet, you will find evaluation forms for the enclosed modules. One side of each evaluation form refers to the general format of the module, the other side refers specifically to the content in that module.

1. Answer all questions which have a | Yes | No | No Opinion | response space by placing an X in the appropriate box. If you are undecided about a question, or if you have no opinion, put an X in the box marked "No Opinion."

   and

   A space for comments has been provided after each question. Use this space to explain your answers and to add comments and suggestions.

2. Answer all open-ended questions on the back of the questionnaire. If there is not enough space, feel free to use another piece of paper.

Your responses to the questionnaires and written suggestions on the modules are very important to us as they will be used as one of the primary sources for revisions in the training procedures and manual. So, please consider the material carefully before responding. Be honest, candid and constructive in your criticism, so that we might effectively respond to your suggestions and truly improve the training program.

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Directions for responding to questionnaire:

Modules 1 and 2 were developed for the Camp Counselor/Program Specialist Training Course. Please read both Modules and respond to the questionnaire on this side of the paper regarding the appropriateness of the material for the Camp Director Training Course. When you have finished this side of the questionnaire, please turn it over and complete the back.

1. Would you recommend Modules 1 and/or 2 be used for the camp director training? In what capacity?

2. Are there specific sections which should be reviewed by a camp director trainee? Which sections?

3. These modules were designed for camps serving physically handicapped campers; however much of the material is generic to all camps. Also, there may be sections which need to be changed to include all campers. Which sections, if any, would you suggest be expanded or rewritten to include all populations?

---

4. Do these modules present materials which are consistent with the ACA Camp Director Core Curriculum? Is there anything which should be included?

Reviewer's Signature Date

Module 3 9-78

Now, read the Content Outline for Module 3. Use the following questions to help you compare similarities between Modules 1 and 2 and Module 3.

1. Should Modules 1 and 2 be used as a review to prepare a trainee for Module 3,

   or

   Should an entry test be developed to help a trainee decide whether he needs to review Modules 1 and 2 or begin Module 3?

2. Could a camp director trainee begin at Module 3, totally eliminating Modules 1 and 2?

   Could new camp director trainees?

3. Is there any material in Modules 1 and 2 which should be expanded upon in Module 3?

---

4. Does this module appear to present material which is consistent with the ACA Camp Director Core Curriculum? Is there anything missing which should be included?

Reviewer's Signature Date

Module 6

1. Was the information on legal requirements adequate? If not, what changes should be made?

2. By completing learning activities on page 13, do you feel a trainee could determine risks and hazards?

   Is it necessary and/or feasible to visit five camps and develop a list of hazards?

3. There are questions about the sample emergency procedures. Do you think they are appropriate for most camps?

   If you know of or have better procedures would you attach a copy.

4. Were there policies or procedures missed on section 6.1 which are necessary for adequate safety?

5. Is it feasible for a camp director to get copies of all the documents listed in section 6.2 on page 54 and 55?

6. Does this module present material which is consistent with the ACA Camp Director Core Curriculum? Is there anything missing which should be included?

Reviewer's Signature Date

9/78

Module ____________________

Training Program ________________

CDC Reviewer's Module Evaluation Form

	Yes	No	No Opinion
1. Does the module stress the appropriate information?			
2. Is the module written in a clear and concise manner?			
3. Is the content in the module appropriately organized?			
4. Is the subject matter written at the appropriate level for the Camp Director?			
5. Is the subject matter of the module presented in an interesting manner?			
6. Is the work load too heavy for the trainee?			
7. Are the behavioral objectives realistic?			
8. Are there a sufficient number and variety of learning and alternative activities which will allow the trainee to practice skills needed for post assessment?			
9. Are the evaluations at the end of the sections appropriate?			

10. In general, how would you rate this module?

_____ Excellent
_____ Good
_____ Average
_____ Fair
_____ Poor

Module 8 9-78

1. Do you think a pre-test is useful in this module or is the objective checklist you used in previous modules sufficient?

2. Read the behavioral objectives and learning activities for each unit. Should the camp director trainee be encouraged to complete more than one learning activity? For which set of objectives?

3. On page 24, learning activity 2a, is there a better method of getting the information needed? If so, explain.

4. These modules were designed for camps serving physically handicapped campers; however, much of the material is generic to all camps. Also, there may be sections which need to be changed to include all campers. Which section, if any, would you suggest be expanded or rewritten to include all populations?

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5. Does this module present material which is consistent with the ACA Camp Director Core Curriculum? Is there anything missing which should be included?

Reviewer's Signature Date

APPENDIX J

EVALUATION REPORT OF AMERICAN CAMPING ASSOCIATION MANAGERIAL TRAINING MATERIALS

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EVALUATION OF THE
AMERICAN CAMPING ASSOCIATION
MANAGERIALS

International Convention

Minneapolis, Minnesota

February 19-23, 1979

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Evaluation of the American Camping Association Managerials

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In February 1979 Project REACH cooperated with the American Camping Association (ACA) in the presentation of four managerial sessions at the International Convention in Minneapolis, Minnesota. The following report presents the evaluation of the managerials which was the major charge of Project REACH.

Each of the managerial sessions will be addressed individually and will present participant recommendations, data analysis and comments from the evaluation sessions. The report is divided into three parts: 1) a description of the participants, 2) an evaluation of the managerial sessions and 3) a summation with overall recommendations.

Overview

The participants enrolled in the managerials were asked to complete participant data sheets. Of the 149 participants enrolled, 31 percent or 46 persons completed this information. Because of the low number of returned data sheets, it was difficult to draw inferences and make recommendations; however, the available data has been analyzed.

The Health Services managerial had the greatest percentage of participants taking part in the evaluation session—100 percent—and the largest percentage of data sheets completed—58 percent. These large figures may be attributed to the Health Services managerial being offered first and prior to the convention. Also, participants were strongly urged to stay and discuss the managerial at the evaluation session.

The Sites and Facilities managerial had the lowest percentage of participants taking part in the evaluation—37 percent—and the lowest percentage of data sheets completed—21 percent. These low percentages may be attributed to the fact that the Sites and Facilities managerial was the last of the series and took place during the convention. Also, some of the participants left at lunchtime to catch their airline flights out of Minneapolis.

The following chart shows the breakdown by managerial of evaluation participants and individuals who completed data sheets.

Need	Actual # Signed up Participants	Completed Evaluation	%	Completed Data Sheets	%
Health Services	38	38	100%	22	58%
Food Services	68	44	65%	22	32%
Business	86	46	53%	25	29%
Sites and Services	87	32	37%	18	21%
Total	279	160	37%	87	31%

Participant Description

The following is based on the information given by the 46 participants who completed the data sheets.

Age. The largest age group represented were between the ages of 26-30 with 28 percent of the participants falling in this category. The next largest age group were those between the ages of 31-35 with 20 percent in this grouping. There were no camp directors younger than 21 with the rest of the groups receiving either 9 percent or 11 percent of the participants. For exact figures see Table 2.

Age Groups	Actual Number	Percent
21-25	5	11%
26-30	13	28%
31-35	9	20%
36-40	4	9%
41-45	5	11%
46-50	5	11%
51 or older	5	11%

Table 2

Sex. There were more male camp directors (61 percent) represented than female directors (39 percent).

Sex	Actual Number	Percent
Male	28	61%
Female	18	39%

Table 3

Position. Most of the participants (63 percent) held year round positions as camp directors while 24 percent were seasonal directors. Surprisingly, 13 percent held positions other than camp director. These people were camp managers, students, assistant directors, executive directors, site supervisors and others.

Title	Actual Number	Percent
Year round CD	29	63%
Seasonal CD	11	24%
Other	6	13%

Table 4

Degree. It was found that there is a wide educational range in camp directors with some having just a high school diploma (4 percent) while other camp directors have a doctorate (7 percent). However, most camp directors (57 percent) have completed a four year degree program and 24 percent have completed their Master's degree.

Type of Degree	Actual #	Percent
None	2	4%
Vocational Ed.	1	2%
Two Year	1	2%
Four Year	26	57%
Masters	11	24%
Directorate	2	4%
Doctorate	3	7%

Table 5

Major. There is also a wide diversity of educational majors among camp directors. Twenty-nine percent had a degree in recreation/physical education/camping. The next highest category was religion with 18 percent followed closely by business (16 percent) and psychology/social work with 14 percent. Education, political science/law, and sciences each had 7 percent with electrical construction having the remaining 2 percent.

Major	Actual #	Percent
Rec/PE/Camping	13	29%
Religion	8	18%
Education	3	7%
Business	7	16%
Psych/Soc. Work	6	14%
Pol./Sci./Law	3	7%
Sciences	3	7%
Electrical Construction	1	2%

Table 6

Years of Experience. Thirty-three percent of the participants had 0-3 years of experience. The next highest category was 7-9 years of experience with 20 percent of the participants. In general, the majority of the participants (70 percent) had between 0 and 9 years experience with the rest having from 10 to 31 years of experience.

Years of Experience	Actual #	Percent
0-3 years	15	33%
4-6 years	8	17%
7-9 years	9	20%
10-12 years	6	13%
13-15 years	2	4%
19-21 years	2	4%
21+ years	4	9%

Table 7

Evaluation of Health Services Managerial

Recommendations Based on Participant Data and Comments

1. The participants liked the Health Services Managerial offered prior to the national convention. However, due to some of the problems encountered, this managerial might be better able to deal with specific problems if it were offered regionally or by sections. This would allow for a smaller number of participants and a program designed to meet their needs.

2. In general, the participants didn't think there should be a limit on the number of participants. However, in their comments, many recommended a maximum of 50 participants with an emphasis on small group discussions with pre-determined leadership for each group. The participants also recommended that the small group be limited to 5 or 6 persons.

3. Most participants thought this would be a good workshop not only for camp directors, but for persons who were involved in providing health services to camps. Thus, if this managerial were offered by state sections or by regions, persons with positions relative to camp health services could also attend.

4. The participants liked receiving the REACH materials but would have liked them sent prior to the managerial. They also would not have minded preparing a task prior to the managerial. For this specific managerial, participants were asked to bring copies of their emergency procedures and a list of risks and hazards at their camp. Although many camp directors did bring these materials with them, some did not. Some kind of system needs to be instituted to ensure all participants bring the pre-managerial assignment to receive credit for completing the managerial.

5. A questionnaire and/or competency checklist should be sent out to each participant as soon as their registration is received. These questionnaires must be returned at least one month prior to the managerial in order to give speakers adequate time to prepare for the session.

6. The participants would like more camp directors to be involved as speakers or discussion leaders. They would also like more handouts and the speakers to make use of audiovisual aids.

7. Most participants did not feel that the present method of receiving credit for the managerial was appropriate. Although many did not think a test was appropriate, they were not opposed to pre-assignments or post assignments as long as the

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assignments were relevant to the material covered during the managerial and to their camp.

Data Analysis

The Health Services Managerial took place on February 19 from 1:00 to 5:00 p.m. and 7:00 to 10:00 p.m. Approximately 46 people were expected to attend, but due to bad weather, only 38 people were in attendance. All thirty-eight of those individuals participated in an evaluation of the session.

Ninety-two percent of the participants thought the national convention was a good time for the workshop, and in addition, 83 percent felt the number of participants was appropriate. Fifty-five percent said they would recommend the workshop to someone else while 32 percent said they would not.

Many participants did not feel they had adequate time to review the materials, so quite a few gave a no opinion answer. However, of those who did look over the material, 61 percent found the material interesting. Sixty-six percent of the participants said they felt more prepared as camp directors because of the managerial while 24 percent said they did not and 10 percent had no opinion. However, when asked if they received new information, ninety-two percent said they did.

Once again, the lack of adequate time to review the materials caused many no opinion answers when asked if the materials provided appropriate review. Thus, of those who had looked at the materials, 84 percent thought it did provide appropriate review and 16 percent did not. Eighty-nine percent of the participants thought preliminary preparation was needed for this managerial. Only 46 percent of the participants thought the workshop was good for the experienced director but 24 percent had no opinion. Overall, most participants - 87 percent - thought the workshop was long enough.

Sixty-eight percent of the participants thought a good variety of teaching approaches were used while 29 percent disagreed. When asked about follow-up activities, 82 percent said they planned to do some.

The last five questions pertained specifically to the modules and/or field guides. As explained above, many no opinion answers were given, therefore, the following figures will reflect only the answers given by those who had looked over the materials. Ninety-one percent planned to do activities from the module, 100 percent felt the module was helpful and 83 percent felt the module was needed. In response to questions asked about the field guide, 94 percent felt it was helpful and 93 percent thought it was needed.

In general, two-thirds of the participants thought this workshop met the standards.

Health Services

	Actual #'s			Percent		
Questions	Yes	No	No Opin.	Yes	No	No Op
1. National Convention good time for workshop?	35	3	0	92%	8%	0
2. Appropriate number of participants?	24	4	1	83%	14%	3%
3. Recommend workshop?	21	12	5	55%	32%	13%
4. *Material interesting?	17	11	10	45%	29%	26%
5. More prepared as camp director?	25	9	4	66%	24%	10%
6. New information?	35	3	0	92%	8%	0
7. *Material provide appropriate review?	21	4	13	55%	11%	34%
8. Preliminary preparation needed?	34	3	1	89%	8%	3%
9. Good workshop for experienced director?	17	11	9	46%	30%	24%
10. Workshop long enough?	33	5	0	87%	13%	0
11. Variety of teaching approaches used?	26	11	1	68%	29%	3%
12. Plan to do follow-up activities?	31	5	2	82%	13%	5%
13. *Plan to do any module activities?	20	2	16	53%	5%	42%
14. *Module helpful?	21	0	17	55%	0	45%
15. *Module needed?	15	3	19	41%	8%	51%
16. *Field guide helpful?	17	1	18	47%	3%	50%
17. *Field guide needed?	13	1	20	38%	3%	59%

Workshop rating	Actual #'s	Percent
Excellent	1	3%
Good	6	17%
Average	17	47%
Fair	8	22%
Poor	4	11%

*See chart on next page

*Due to the fact many participants did not feel they had adequate time to review the materials, quite a few persons did not offer an opinion regarding the materials. Thus, the following chart reflects the opinions of those who did look at the material.

Questions	Actual #'s Yes	Actual #'s No	Percent Yes	Percent No
4. Material interesting?	17	11	61%	39%
7. Material provide appropriate review?	21	4	84%	16%
13. Plan to do any module activities?	20	2	91%	9%
14. Module helpful?	21	0	100%	0
15. Module needed?	15	3	83%	17%
16. Field guide helpful?	17	1	94%	6%
17. Field guide needed?	13	1	93%	7%

Comments

When and where are good times to offer managerials?

- convention due to budget and time (7)
- before or after the rest of the convention so we don't miss other workshops (2)
- fall or early spring (3)
- offer regionally (4)
- offered by sections (6)
- change times to 9-5
- don't go so late in the evening
- split time schedule morning/afternoon/early evening

How many participants do you think should be allowed to participate in this workshop?

- 40-50 participants
- no more than 40
- no more than 50
- 30
- no limit as long as utilize small groups (4)
- 20 and break into small groups
- as many as can be facilitated in discussion and room arrangements (2)
- no minimum - no limit

To whom would you recommend this workshop?

- staff (5)
- board (5)
- camp directors (2)
- health officers, nurse (4)
- people interested in camping
- key health service people
- counselors with appropriate responsibilities, i.e. waterfront director, trip leader
- staff members (6)
- support staff
- no counselors
- only new camp directors
- caretaker

Why did you choose to attend?

- gain information (5)
- ACA certification (18)
- gain expertise
- improve camp
- coordination of certified staff
- needed updating/review
- further skills (2)
- better understand health and safety in camping
- professional development
- develop management skills
- complete a course in outdoor ministries

- meet other camp directors
- help dealing with standards

What part of the material did you like best?

- small discussion group (8)
- lectures
- book gave a variety of ways to set up emergency procedures
- emergency procedures (2)
- handicapped session with Gary (2)
- receiving module and field guide

What part was most interesting?

- small group discussion
- handicapped session (6)
- evaluations (2)
- too much material

What part was least interesting?

- discussion on things I've already done, i.e. setting up emergency procedures
- Minnesota's health standards (5)
- handicapped (5)
- lectures too long and boring (2)
- speakers (2)

What section of the managerial was most valuable?

- small groups (5)
- risks and hazards (2)
- handicapped (3)
- state health regulations (2)
- ACA standards (2)
- awareness of hazards and camper needs
- all was valuable
- emergency procedures

What section was least valuable?

- discussion groups too short
- boring speakers
- health inspector (5)
- lecture on handicapped good but too long
- handicapped lecture not specific enough (2)
- review
- first small group discussion

What should be added to make the materials more complete?

- more examples of written procedures from participating camp directors
- better speakers
- evening session too rushed

- more specifics on complying with ACA standards
- more hard data and prepared lecture (2)
- information from experienced camp person on specific areas (2)
- case studies
- procedure samples sent prior to managerial
- on-going daily operations
- advanced opportunities to study materials
- more sharing of experiences
- find out needs prior to workshop
- discuss physicals required to attend camp when physicals cost $55.00 a piece
- administrate and operate infirmary
- designing a complete health and safety program for a camp
- nationally recognized resource people
- work through modules
- more pointers on mainstreaming

What information presented was not new?

- emergency procedures
- ACA standards
- health department inspection (2)
- handicapped
- most of it (3)

What information was unnecessary?

- Minnesota health standards (3)
- handicapped (3)

What materials should have been seen ahead for preliminary preparation?

- REACH materials (8)
- current procedures
- directors should be asked their specific concerns and problems then managerial should be geared to their needs
- anything we are to work with seriously
- clarity on workshop content
- field guide (3)
- hazard accounting form

What information does the experienced camp director need to know?

- review of everything
- how others deal with specific situations
- new trends and insights (2)
- top professional review
- legal issues (4)
- new resources (2)
- new regulations (2)
- agencies to contact for more information
- administration of health services in camp
- pre-camp forms
- emergency procedures
- drug abuse
- own state health inspection

What information does the inexperienced camp director need to know?

- same as the experienced director
- what to look for in a camp nurse (2)
- how to identify health and safety problems
- general knowledge of first aid
- general problems they will encounter (2)
- guidelines
- legal requirements
- emergency procedures (2)

How would you like to see the workshop set up?

- mini lecture - then activity session
- shorten lectures
- format fine
- more moving around, less lecture
- more variety of topics
- Introduction, rules a director needs to know, panel of experts, discussion on writing procedures, actual writing procedures to reduce risks, alternate with input and workshop orientation

What teaching approaches should be used for a large group?

- divide into small groups for discussion (5)
- use more audiovisuals - slides, overhead projectors (7)
- lectures (3)
- panels

What approaches should be used for a small group?

- clear instructions for specific tasks (4)
- spend more time in small groups
- must have discussion leader for each group (2)
- gives chance to "dig with pros"

What approach could have been more effective?

- clearer directions in small group
- don't give examples of procedures
- more on ACA standards
- better prepared lectures
- less sitting
- use of a panel for questions and answers

To complete the workshop, what should be required?

- what's value of managerial if it doesn't mean something?
- what's CCD? aren't managerials prerequisite?
- check in and out of room (11)
- given preliminary assignment
- on site evaluation during ACA visitation
- follow up assignments if gone over during workshop (6)
  and is a brief thought out problem
- subjective test
- module review and tasks from it
  combination of the above (2)

Recommended Changes

different environment for meeting (room setting)
small group tasks (3)
lectures from experienced directors
audiovisuals (4)
more sharing with other camp directors
more comprehensive materials
participant evaluation, not workshop evaluation
shorten lectures (3)
materials sent prior to workshop (10)
better address of needs of directors (2)
list of available resources and courses (2)
more nationally recognized peopled i.e. Red Cross respresentative, HEW representative (6)
smaller groups
discussion of health facility operation
less emphasis on handicapped (4)
more time for questions and answers
more group involvement
shorten (3)
don't waste time "problem solving" since most already have set procedures
each discussion group have qualified leader
more specific information
require written plans be developed for camps represented
eliminate state health section (2)
include a panel of experts
more demanding
follow up assignments
specific tasks for certification
actually develop emergency procedures for own camp
make assignments
tie all managerials together
pre-managerial assignments
case studies
more individual input
write out more procedures
clear objectives stated for managerial (2)
more examples of others written procedures

Aspects about managerial that were liked

small groups (13)
dialogues with other camp directors (10)
handouts (REACH materials) (5)
health inspector (3)
informality
interest and friendly atmosphere of leadership (2)
varied teaching approaches
presentation on handicaps (6)
emergency procedures (2)
hazard elimination and reduction discussion (2)
ACA standards (3)
in convention hotel
new ideas
chance to relate own camp to information given away from job stress
evaluation (3)
discussion of government regulation

Evaluation of Food Services Managerial

Recommendations Based on Participant Data and Comments

1. The participants preferred the managerials offered prior to the convention but would have preferred morning/afternoon sessions rather than afternoon/evening sessions.

2. The participants did not seem to think there was a problem with the number of participants. However, many participants' written comments recommended smaller groups be organized for training, and because of the differences in kitchen set ups for large and small camps, it might be beneficial to limit the session to 50 people with 25 to a group dependent on kitchen size. Then, these groups could also be broken down to discussion groups on specific topics.

3. Because of the possible interest by food service personnel in this managerial, it might be advisable to offer this regionally or at local sections. However, specific courses dealing with food service and preparation offered at regionals or sectionals would suffice.

4. A questionnaire and/or competency checklist should be sent to participants so the managerial organizer will know at what level material needs to be geared and where interests lie. Speakers should utilize handouts more fully so participants can leave with specific information without having to frantically write it down. Also, participants would like to receive a list of objectives and an outline of presentations, so they know what to expect. The participants did enjoy receiving the REACH materials but would have liked them sent prior to the managerial.

5. When using small groups, each individual group should have a predetermined discussion leader and well-defined tasks.

6. Most participants thought that to complete the workshop more than just attendance should be required. For this type of managerial, some kind of test might be effective for new camp directors in order to determine their knowledge of the basics. For more experienced directors a follow-up assignment might be most beneficial.

Data Analysis

The Food Services Managerial took place on February 20 from 1:00 to 5:00 p.m. and 7:00 to 10:00 p.m. Approximately 68 persons were in attendance with 45 persons or 66 percent participating in the final evaluation of the session.

Ninety-six percent of the participants thought the national convention was a good time for the workshop, with 89 percent reporting the number of participants was also appropriate. Seventy-six percent stated they would recommend the workshop to someone else but 20 percent said they would not and gave no reason for their answer.

Overall, the camp directors felt more prepared to direct their camp as a result of this workshop with 93 percent answering yes. Ninety-eight percent of the participants thought they received new information.

For the question concerning whether the material provided appropriate review, there was confusion over the word material, whether it related to the REACH materials or to the material covered in the managerial. Assuming that the no opinions referred to the REACH material since they had not had time to review it, the following figures will only reflect the yes and no answers. Of those persons, 84 percent thought the material provided appropriate review.

There were mixed reactions when asked if the materials for this managerial needed to be sent out prior to the managerial, 70 percent said yes, 21 percent said no and 9 percent had no opinion. Eighty percent of the participants thought it was a good workshop for the experienced director but 15 percent thought it was not.

As far as length was concerned, 89 percent of the camp directors felt the workshop was long enough. However, 56 percent of the participants did not think enough variety of teaching approaches were used, although 41 percent thought the variety was good. Seventy-nine percent of the camp directors plan to do follow-up activities.

Overall, 53 percent rated this workshop as good, with 25 percent rating it excellent.

Food Service

Questions	Actual #'s			Percent		
	Yes	No	No Opin.	Yes	No	No Opin.
1. National convention good time for workshop?	43	1	1	96%	2%	2%
2. Appropriate number of participants?	40	5	0	89%	11%	0
3. Recommend workshop?	35	9	2	76%	20%	4%
5. More prepared as a camp director?	39	3	0	93%	7%	0
6. New information?	44	1	0	98%	2%	0
7. *Material provided appropriate review?	26	5	11	62%	12%	26%
8. Materials needed to be sent out prior?	30	9	4	70%	21%	9%
9. Good workshop for experienced director.	32	6	2	80%	15%	5%
10. Workshop long enough?	39	4	1	89%	9%	2%
11. Variety of teaching approaches used?	16	22	1	41%	56%	3%
12. *Plan to do any follow up activities?	22	0	6	79%	0	21%

Workshop rating	Actual #'s	Percent
Excellent	10	25%
Good	21	53%
Average	4	10%
Fair	3	7%
Poor	2	5%

*New rating based only on yes and no answers

Questions	Actual #'s		Percent	
	Yes	No	Yes	No
Material provide appropriate review?	26	5	84%	16%
Plan to do any follow-up activities?	22	0	100%	0

Comments

When and where are good times to offer managerials?

- a few days before or after national convention but not during the convention (2)
- in local sections (5)
- at the regional level
- at national convention
- at special section events and/or programs

How many participants do you think should be allowed to participate in this workshop?

- 30 to 40 participants (2)
- 50 to 100 participants
- approximately 100 participants
- approximately 40 participants
- approximately 75 participants
- approximately 30 participants (2)
- 0 to 50 participants
- all people that are interested in the workshop
- group should be limited to 25 people of similar situations and camp size
- number of participants depends on the quality of the speaker. More participants when the speaker is adept in his field

To whom would you recommend this workshop?

- food staff (5)
- kitchen staff
- your camp committee
- food service managers (7)
- chef or cook (4)
- camp director (2)
- assistant camp director
- administrative personnel (3)
- staff members (2)
- persons who need a review of food services

Why did you choose to attend?

- ACA certification (9)
- graduate school credit
- develop a camp food service program
- involved in planning a workshop in food services
- weak in area of food services

What section of the managerial was most valuable?

- sanitation (3)
- small discussion groups

- food borne illness (6)
- camp cook
- safety
- salaries
- health and safety standards
- menu planning
- MIC

What section was least valuable?

- techniques and menus
- equipment
- nutritional needs and food values
- food costs
- everything but sanitation

What should be added to make the material more complete?

- handouts
- more on philosophy of staffings
- help on where to locate cooks
- a pre-mailing of a form requesting topics to discuss
- sample of food cost

What information presented was not new?

- nutrition
- menus
- techniques
- basic food operation in camp

What materials should have been sent ahead for preliminary preparation?

- agenda (4)
- basic information
- outline of presentation
- directors should be asked their specific concerns and then managerials should be geared to meet their needs

What information does the experienced camp director need to know?

- review of everything (2)
- more technical information in specific areas
- bugs

What information does the inexperienced camp director need to know?

- everything
- health regulations
- record keeping
- cost analysis
- application of material

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How would you like to see the workshop set up?

- no more than 6 hours in length
- no sessions in the evenings
- more detailed instruction in small groups
- more combination of guest presentations with small group sessions
- a pre-assigned task to complete before workshop

What teaching approaches should be used for a large group?

- answer questions of group; don't ask questions of group
- needs more variety
- more breaks

What approaches should be used for a small group?

- clear instructions for specific tasks
- a discussion leader

What approach could have been more effective?

- more discussions in workshop
- an onsite visit
- have more professional, highly qualified, powered resource people

To complete the workshop, what should be required?

- preliminary assignments (3)
- attendance (3)
- follow-up assignments (4)
- a test but standardized to focus on content (2)
- all of the above and more if this is for CCD (4)

Recommended changes:

- shorter sessions (4)
- no sessions at night (3)
- more time for group discussion (5)
- background material on speakers so one can know his level of expertise
- grouping by similar food service situations (3)
- more handouts (5)
- don't rush the program
- more audiovisuals (3)
- a warmer room
- smaller groups (2)
- more time
- more specific topics
- more good speakers - prefer those from the camping field
- post session tasks
- pre session tasks
- know what the participants level of expertise is
- more small groups
- more action (2)

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- less lecture
- more information on personnel
- an on-site visit
- a panel to represent various situations (2)
- a sample floor plan
- start before noon and have a short evening session
- more time for discussion even if the session is lengthened
- more interaction with resource people
- better organization
- more sophisticated people with camp experience (2)
- develop the program more
- more diversity in area from which speakers come
- make the workshop a truly professional experience in education

Aspects about the managerial that were liked:

- a cook with experience in a small camp kitchen (2)
- Snider's knowledgeable presentation (2)
- fielding questions and answers from the floor
- discussion of health and safety (2)
- resource people who were generally knowledgeable (7)
- the exchange of ideas with people of similar food service backgrounds (8)
- new ideas presented
- variety of perspectives
- food borne illness presentation (5)
- the room because it was conducive to discussion
- importance of food services to the camp program
- small group discussions (3)
- sanitation
- how the session was organized
- handouts (3)

Evaluation of the Business Managerial

Recommendations Based on Participant Data and Comments

1. The participants liked the Business Managerial offered at the national convention but would have preferred having it before or after and not during. They also liked the morning/afternoon time slot except that the breakfasts ran so late that the session did not start until late. If possible, this managerial should not be offered during the convention since this limits the participants' attendance at other sessions which might be advantageous for them to attend.

2. It might be a good idea to break this day-long session from 45 minute to 90 minute sessions on different topics offered at various times throughout the convention. These sessions could then be geared to specific audiences and needs, e.g. camp budgeting, insurance needs, data processing, record keeping, money management, etc. Inexperienced directors could be required to attend certain sessions while experienced directors could attend other sessions. Participants could be issued cards which the session leader would have to initial and then after attending all required sessions, participants would be given a follow-up assignment to complete.

3. Most of the participants would recommend this workshop to other persons including the board finance committee and business staff besides other directors. Therefore, if the format suggested previously was adopted, possibly a few sessions could be offered regionally or at sectionals to allow other interested personnel to attend.

4. Most directors felt that it would have been helpful if the REACH materials had been sent out prior to the managerial. A suggestion was also made that a workbook be developed to help new directors establish a basic management and operations system.

5. In order to assist both ACA and the persons enrolling in the managerial, it might be useful to send to each of the participants a competency checklist, this would help the managerial organizer and/or session leader to plan his presentation at the correct level. If the suggestion given in #2 was implemented, it might determine which session the director should attend.

6. In order to complete the workshop, the participants thought that not only should attendance be required but some case studies, follow-up assignments or even tests be given.

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7. Participants should be limited to about 50 with discussion group leaders and predetermined tasks assigned earlier. If questionnaires/ competency checklists were sent out prior to the workshop, then assignments to specific small groups could also be made before the session.

8. ACA should review Module 7 to determine its usefulness with both new and experienced camp directors.

Data Analysis

The Business Managerial took place on February 22 from 9:30 to 12:30 p.m. and 2:00 to 5:00 p.m. Approximately 86 people were in attendance with 46 participants or 53 percent participating in the evaluation of the workshop. It is important to note that this managerial took place during the convention and not prior to the convention like the Health Services and Food Services managerials.

Eighty-nine percent of the participants thought the national convention was a good time to hold the workshop. As far as number of participants was concerned, 76 percent thought the number was appropriate. Seventy-eight percent of the participants would recommend this workshop to someone else.

Because of this workshop, 72 percent of the participants felt they were more prepared as a camp director while 19 percent did not; however, 96 percent felt they had gained new information. Again, as in the Food Services evaluation there seemed to be confusion over the use of the word "material" in the question asking whether the material provided appropriate review. For those who had no opinion, it can be assumed they are referring to REACH materials since some participants did not have a chance to review them. Thus, it can be determined that 90 percent felt the material at the managerial provided appropriate review, while 10 percent did not. However, because of some of the comments in the following section, it would seem important that ACA review the contents of the REACH module to determine if the material is written primarily for new camp directors or whether experienced directors could use it also. If it is not appropriate for experienced directors, then possibly additional materials should be developed.

Seventy-four percent of the particpants would have liked some preliminary preparation, but 16 percent had no opinion. Most participants, seventy-four percent, thought that the workshop was good for the experienced director. As far as the length of the workshop, eighty-four percent of the participants thought it was long enough.

Fifty-three percent thought a good variety of teaching approaches were used; while forty-five percent would have liked more variety. There appears to be a discrepancy between this question and the question referring to the number of participants. In general, the participants did not think too many participants were involved; but in order to set up the type of workshop they would like (see comments), one must strictly limit the number of participants.

According to the evaluation, 73 percent planned to do some follow-up activities while 22 percent had no opinion. Overall, the workshop was rated highly with 50 percent rating it above average.

Business

Questions	Actual #'s Yes	No	No Opin.	Percent Yes	No	No Opin.
1. National convention good time for workshop?	41	4	1	89%	9%	2%
2. Appropriate number of participants?	35	9	2	76%	20%	4%
3. Recommend workshop?	35	8	2	78%	18%	4%
5. More prepared camp director?	31	8	4	72%	19%	9%
6. New information?	43	2	0	96%	4%	0
7. *Material provide appropriate review?	18	2	16	50%	6%	44%
8. Preliminary preparation needed?	31	4	7	74%	10%	16%
9. Good for experienced camp director?	31	4	7	74%	10%	16%
10. Workshop long enough?	36	5	2	84%	12%	4%
11. Variety of teaching approaches used?	21	18	1	53%	45%	2%
12. *Plan to do follow-up activities?	29	2	9	73%	5%	22%

Workshop rating	Actual #'s	Percent
Excellent	2	6%
Good	15	44%
Average	12	35%
Fair	3	9%
Poor	2	6%

*Due to confusion in regard to the definition of "material" or adequate amount of time to review, the following percentages are thought to be more accurate in regard to the workshop.

Questions	Actual #'s Yes	No	Percent Yes	No
Material provides appropriate review	18	2	90%	10%
Plan to do follow-up activities	29	2	94%	6%

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Comments

When and where are good times to offer managerials?

- regionally (5)
- sections (3)
- local section leadership training conventions
- a few days before or after national convention and at those sites (2)

How many participants do you think should be allowed to participate in this workshop?

- 25 to 30 participants
- approximately 25 participants
- approximately 40 participants (2)
- approximately 60 participants
- there should be no limit, duplicate sessions should be offered if needed (5)
- any number is appropriate if there is enough staff
- 15 participants from each type of camp

To whom would you recommend this workshop?

- finance committee of camp board (2)
- camp directors (2)
- key staff members (3)
- all staff (4)
- support staff
- camp board members (5)
- business staff (5)
- camp secretary

Why did you choose to attend?

- to gain knowledge
- obtain CCD (5)
- to focus on possible areas that might have been overlooked in management
- exposure to other ideas related to management and operation (2)
- information
- exposure to management ideas
- sounded interesting
- needed basic understanding of managerial skills
- tips on better business practices
- to add insight to my business practices (4)
- to learn from other people's experiences (2)
- background for CCD

What section of the workshop was most valuable?

- insurance (2)
- legislation
- risk management (4)

- property utilization (3)
- small group discussion
- large group

What section of the workshop was least valuable?

- current trends (3)
- the whole session it did not provide any nuts and bolts material
- small groups because they lacked direction (2)
- management

What should be added to make the material more complete?

- an opportunity to examine all the material
- have materials sent to registered participants and let them formulate questions (2)
- more specific tasks outlined
- a management system
- the role of ACA in providing assistance to sections and individual camps in regard to legal, tax, and insurance problems
- need basic level managerial skills
- handouts of speaker's topic
- more dynamic teaching

What information was new?

- packet
- ways to break down budget
- federal share line law
- federal employment rules and regulations
- legal trends
- risk management (3)

What information presented was not new?

- legal aspects
- all - familiar with various aspects of each topic

What materials should have been sent ahead for preliminary preparation?

- the packet (REACH materials)
- all materials presented (3)
- the objectives of the session

What information does the experienced camp director need to know?

- an update of materials (3)
- data processing
- record keeping
- cash flow
- a management manual

What information does the inexperienced camp director need to know?

- business system approach
- resource people and material for references
- the basics - how to build a budget, tools to use, etc. (2)
- explicit instructions for tasks
- a management manual

How would you like to see the workshop set up?

- retain this format
- 1 or 2 speakers then deal with practical application in small groups
- more intensity, background and solid content of material
- cover only material necessary for group needs
- more use of multimedia
- a monitor for discussion groups
- morning and afternoon sessions, no evening sessions
- a workshop approach combined with lecture and problem statement

What teaching approaches should be used for a large group?

- lecture (2)
- more handouts
- use of the overhead projector (2)
- more breakdown into smaller groups

What approaches should be used for a small group?

- discussion
- case studies
- specific directions (2)
- capable moderator
- proper leadership

To complete the workshop, what should be required?

- attendance (7)
- attendance with specific directions to work on case studies in small groups
- pre-tasks (3)
- follow-up assignments (9)
- test (3)
- a combination of things but not necessarily the above (3)

Recommended changes

- more handouts (2)
- eliminate small group work sessions
- more basics (4)
- restructure discussion groups to be more specific
- divide experienced and inexperienced people
- more diversified topics
- shorter presentation (2)
- more breaks (2)

- assignments
- pre-work
- leader in small groups (7)
- divide small groups by states or agencies
- eliminate small group on legislation
- smaller groups
- more time for session
- less question and answer type of lecture
- lectures should focus on specific topic
- more visuals
- tables for seating and note taking (2)
- have successful camp directors report their practices with documentations and forms
- regionalize the session
- know objectives before the session
- make materials available before workshop
- more interchange with participants
- more variety of participants in small group
- variety in presentation
- outline of material to be covered
- post work
- change certificate to read "completed attendance" not "completed requirements"

Aspects about the managerials that were liked

- breaks in lecture presentations
- having different resource people for each topic
- session on new legislation
- handouts
- quality of leadership (2)
- group discussions
- insurance presentation
- freedom to speak out and share (2)
- variety of topics (2)
- opportunity to combine with other meetings
- interaction with peers
- new ideas presented
- standards discussion
- an operating professionals approach
- national perspective orientation
- good format
- had experts for speakers who were helping others and were concerned with helping us.

Evaluation of Sites and Facilities Managerial

Recommendations Based on Participant Data and Comments

1. Most participants agreed that offering the managerial around convention time was a good idea; however, they would rather the sessions be offered before or after the convention and not during. One suggestion was that only two managerials be offered nationally a year - one before and one after the convention. This way participants could put more pre and post work into those specific manaterials.

2. In general, participants felt that there were too many participants for the session but had there been more resource people it would not have mattered. I would recommend no more than fifty with heavy use of small groups and knowledgeable leaders for each group.

3. Besides recommending this session to other directors or camp administrators, some participants thought it would be appropriate for camp committee members to attend. Therefore, some aspects of site development and planning might be offered by sections or regions to allow for their attendance.

4. Some participants suggested providing some actual camp site plans for small groups to work on. In this managerial, like in the business managerial, it would seem appropriate to develop some type of workbook to assist the director in learning site development and planning skills.

5. The directors would have liked to receive the REACH materials and the site evaluations prior to the managerial. Then the participants could have evaluated their site and brought the evaluation to the managerial for discussion.

6. Most participants did not think that just attendance was appropriate if a director was applying for CCD. They recommended completing a written assignment or anything that would show competency in a given area.

Data Analysis

The Sites and Facilities managerial took place on February 23 from 9:30 to 12:30 p.m. and 2:00 to 5:00 p.m. and was the last managerial of the series to be offered. Approximately 87 persons were in attendance but only 38 percent participated in the evaluation of the managerial. It is important to note that this managerial, like the Business Managerial took place during the convention.

Ninety-seven percent of the participants thought the national convention was a good time for the workshop. Regarding the number of participants allowed to participate in the managerial, 88 percent thought the number present was appropriate with only 9 percent dissenting.

The vast majority (79%) said that they would recommend this workshop to someone else while 18 percent would not. Participants gave no reason why they would not recommend the workshop and it is interesting to note that more participants (85%) felt better prepared as a camp director and everyone (100%) felt they had gained new information.

When asked if the material presented provided appropriate review, 55 percent thought it did, while 36 percent had no opinion. This percentage in the no opinion category can be attributed to much of the material being new to some of the participants, thus, it was not a review. For those previously familiar with the material, 86 percent felt the material provided appropriate review. Data collected from the question referring to the need for preliminary preparation found a split among the three categories - 49 percent thought it was needed, 30 percent thought it was not and 21 percent had no opinion. Eighty-eight percent thought the workshop was good for the experienced director. Regarding the length of the workshop, 81 percent felt it was long enough to cover the information if the same format is used again.

In general, the participants felt that more different types of teaching techniques should be used. When reviewing this response, one might have expected some suggestions, which were not given, or that other questions such as the site or number of participants would have reflected some constraints, they did not.

Seventy-six percent plan on doing follow-up activities while 24 percent had no opinion; and forty-three percent planned to do some activities from the materials they were given, while fifty-seven percent had no opinion. These last "no opinions" can be attributed to the participants not having had a chance to thoroughly look over the material prior to the workshop. For those who did, all of the participants planned on doing some type of follow-up activity.

The participants rated this workshop very highly with 45 percent rating it good and 36 percent rating it excellent. Sixteen percent rated the workshop average and three percent rated it fair. No one thought this workshop was poor.

Sites and Facilities

	Actual #'s			Percent		
Questions	Yes	No	No Opin.	Yes	No	No
1. National convention good time for workshop?	32	1	0	97%	3%	0
2. Appropriate number of participants?	29	3	1	88%	9%	3
3. Recommend workshop?	26	6	1	79%	18%	3
5. More prepared as C.D.?	28	3	2	85%	9%	6
6. New information?	32	0	0	100%	0	0
7. *Material provide appropriate review?	12	2	8	55%	9%	36
8. Preliminary preparation needed?	16	10	7	49%	30%	21
9. Good workshop for experienced director?	29	1	3	88%	3%	9
10. Workshop long enought?	26	5	1	81%	16%	3
11. Variety of teaching approaches used?	15	16	1	47%	50%	3
12. *Plan to do follow-up activities?	22	0	7	76%	0	24
13. *Plan to do any module activities?	6	0	8	43%	0	57

Workshop rating	Actual #'s	Percent
Excellent	11	36%
Good	14	45%
Average	5	16%
Fair	1	3%
Poor	0	0

*The following chart reflects the opinions of those who had a chance to review the materials.

	Actual #'s		Percent	
Questions	Yes	No	Yes	No
6. Material provide appropriate review?	12	22	86%	14%
11. Plan to do follow-up activities?	22	0	100%	0
12. Plan to do any module activities?	6	0	100%	0

*The following chart reflects the opinions of those
who had a chance to review the materials

	Actual #'s		Percent	
Questions	Yes	No	Yes	No
6. Material provide appropriate review?	12	2	86%	14%
11. Plan to do follow-up activities?	22	0	100%	0
12. Plan to do any module activities?	6	0	100%	0

Comments

When and where are good times to offer managerials?

- national convention (2)
- section meetings (6)
- regional conference (2)
- district workshop
- beginning of national convention
- around convention but only offer 2 managerials - one before and one after

How many participants should be allowed to participate in this workshop?

- a smaller number because it would be more effective (2)
- no more than are present today
- number doesn't matter if the resource people are good
- 25 to 30 participants
- 100 participants
- 40 participants
- 25 participants
- unlimited - plan according to registration but with more resource people to allow for better discussion in small groups

To whom would you recommend this workshop?

- administrative staff (5)
- maintenance camp superintendent (3)
- camp development committee
- administrative board members (15)
- professional staff (4)
- camp committee members (3)
- committee chairman (2)
- anyone associated with camping
- camp administrator
- individuals involved in camp planning
- camp owners
- camp directors (2)
- resident managers

Why did you choose to attend?

- CCD certification (7)
- expand knowledge (2)
- camp has no master plan and a building needs replacement (2)
- new concept of church camping
- in management leadership situation
- involved in site construction and planning (3)
- recently acquired land and felt information given would be helpful
- wanted more technical information on site development and planning
- wanted basic information and exposure

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- new director and needs help
- information on organization and management of maintenance and site

What part did you like the best?

- maintenance discussion
- discussions

What part was most interesting?

- facility maintenance planning
- discussion and handouts on organization of master plan for site

What part was least interesting?

- the first part on looking to the future

What section of the workshop was most valuable?

- combination of all (2)
- maintenance (2)
- solar energy (3)
- new sewage disposal systems
- discussions (2)
- looking to the future (2)
- planning process
- use of consultant
- appraisal and set up steps for goals and objectives

What section of the workshop was least valuable?

- presentation on carrying out a project, supervision of staff, etc.
- discussion groups (2)
- evaluation
- contracting
- introduction and general information on planning
- long and rapidly covered lectures

What should be added to make the material more complete?

- having some actual site plans to work through
- handouts (2)
- a better set up of what's to be done in each discussion group (3)
- a better set up of what is being dealt with, at the first of each section of the day
- a table seating arrangement
- more information on each topic
- having an experienced camp director present
- information on different techniques
- a nuts and bolts resource person
- more basics

What information presented was not new?

- how to select a site
- most of the material but it provided an excellent review
- planning process
- the pitch of the consulting firm
- the managerial outline

What information was unnecessary?

- none
- opening introduction and philosophy

What material should have been sent ahead for preliminary preparation?

- all the material (3)
- handouts (2)
- REACH materials
- site evaluations

What information does the experienced camp director need to know?

- everything that was presented and the tips that were shared
- a good sound review (2)
- the latest developments (2)

What information does the inexperienced camp director need to know?

- start with basic information and then progress onward
- a better understanding of the scope of his job
- latest developments
- a good overview
- basic planning
- how and where to get help
- everything

How would you like to see the workshop set up?

- depends on the resource people and the participants
- like today's format
- small groups with specific leaders
- longer but not all in one day. Perhaps 4 hours a day for 3 days, making a total of a 12 hour workshop.

What teaching approaches should be used for a large group?

- lecture
- small groups
- handouts
- audio visuals (2)
- overhead projector
- resource people were good in their presentations

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What approaches should be used for a small group?

- group leaders who know what they are doing
- pre-established work assignments
- discussion
- lecture
- visuals
- newsprint

What approaches could have been more effective?

- not reading outlines
- more audio visuals (2)
- less papers
- more small group work
- better preparation on part of speakers
- making good use of time and effective breaks

To complete the workshop, what should be required?

- preassignments (2)
- a test if going for CCD (2)
- attendance
- not just attendance, this does not show competency
- a workbook for a master plan
- a pre-sent checklist to find out needs in the area
- needs to be made a truly professional education experience
- follow-up assignment (9)
- a combination of several things that show competency in an area (6)

Recommended Changes

- preassignment as preparatory work (2)
- specific outline of "how to" build a master site plan
- visuals (4)
- plan managerials around convention not during
- divide discussion groups according to type of camp
- need expert discussion leaders
- lengthen the workshop (2)
- more large group interaction
- small group leaders with specific objectives
- less emphasis on site planners
- more emphasis on site maintenance and cost reducing methods
- better description of the course ahead of time (2)
- eliminate the certificates - they are a waste of money
- more variety in presentation (2)
- show more various methods of accomplishing goals
- more input from audience
- more on camp maintenance
- successful camp directors experience
- time to digest information
- information on "how" the material is to be covered

- eliminate having only a single firm (consulting) (3)
- more diversity of viewpoint
- streamline (2)
- better orientations to each section
- more information on new approaches, innovative buildings, etc.
- less time on the planning process
- time for individualized questions with the resource leaders
- testing of participants to find out if they really know the subject
- more instructions
- more problem solving experiences
- ACA standards committee objectives developed for workshops to be used as a pretest. This would allow one to know they are ready to take Model B institute
- more variety of presentations (2)

Aspects that were liked:

- consultants were superior (15)
- a chance for sharing (3)
- handouts (11)
- not being bogged down with individual camp specifics
- discussion groups (2)
- review of handouts
- panel's depth of information
- opportunity to have questions answered
- technical information (2)
- tables for participants
- professional responsibilities outlined
- management and maintenance session
- scheduling
- a question and answer period
- organization of workshop
- pace of the workshop

General Recommendations

The following recommendations are based on participant comments, observation of the managerials, and discussion with ACA members and Project REACH staff.

1. Central office needs to provide managerial coordinators with a list of tasks and responsibilities.

2. A more complete application for the managerials needs to be developed to collect specific information about each participant. This information can act as a preliminary guide for the managerial trainer.

3. Specific ground rules and procedures should be established for participants and given out prior to their arrival at the managerial.

4. A competency checklist and/or questionnaire should be sent out to each participant upon receipt of his application and should be returned to the managerial trainer no later than four weeks prior to the session.

5. A division or leveling of participants needs to be developed and utilized in order to make managerials more meaningful to participants, i.e. new director, intermediate and advanced.

6. For each managerial and participant level there should be a number of competencies listed. The module behavioral objectives can easily be divided into parallel divisions with the participant divisions.

7. Each managerial should have a set maximum number of participants. The maximum number should depend on the type of session, resources available, etc. A waiting list should be started and if there are enough people on the list, available resources, enough trainers and enough time to prepare, another group could be added.

8. Approximately two weeks prior to the session, trainees should receive any assignments and an outline or detailed program of what to expect during the managerial.

9. Offer only two managerials at the national convention and offer them prior to the convention. Then,offer the other two managerials by regions or sections.

10. Participants should be required to check off their names when entering the managerial the first time and then initial it after returning from break. They should also be required to attend and/or complete an evaluation of the session. If any of these three things are not completed, the individual should not receive credit for the managerial.

11. Managerials should be run in morning/afternoon sessions with evenings left free.

12. Better utilization of available resources, i.e. for food services visit both a large and small camp kitchen discussing problems, good points, concerns, etc.

13. Each speaker or resource person should bring handouts for the participants which will provide the basic information covered in his presentation.

14. For each managerial a resource list of books, pamphlets, films, etc. referring to the managerial subject should be given to each participant.

15. All small groups within managerials must have a preassigned discussion leader to assist participants in their task.

16. A written assignment or project to show competence in a given area after attending a managerial on that topic would be a good idea.

17. Eliminate certificates given at the end of the managerial. Such a certificate should be given out at the completion of CDC but not at the end of each managerial.

18. Managerial credit should be given for completing a course, i.e. on food service or site development, through a college or university. The course material should match the competencies for the managerial.

19. For the recertification of camp directors, ACA should consider the adoption of the continuing education unit system. Those wanting recertification should send in a syllabus of the class or meetings and if approved, should be given CEU credits if he/she can prove it was a successful experience.

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APPENDIX K

INFORMATION BULLETINS

REACH

Information Bulletin

A PROJECT TO DEVELOP RESOURCES FOR THE EXPANSION AND ADVANCEMENT OF CAMPING FOR THE HANDICAPPED
405 BRADLEY HALL UNIVERSITY OF KENTUCKY LEXINGTON, KY 40506

NOTE

This informational bulletin is the first in a series of informal reports concerning Project REACH, a three-year research and development project being administered by the University of Kentucky Curriculum in Recreation and Parks. This initial bulletin presents a brief overview of the background of the project and a summary of significant activities and accomplishments to date. Through this and future bulletins, we hope to promote communications between and among all persons interested in expanding and improving camping services for the physically handicapped.

RATIONALE

For the past thirty years, there has been a steady increase in the number and variety of camping programs being offered to the handicapped. The educational and therapeutic values inherent in the camping experience have been demonstrated and cited by numerous researchers. However, despite the increase in programs and the documented results demonstrating improvement of the individual as a result of the camping experience, many of the nation's estimated 20 million handicapped children and adults are not being included in camping programs.

In recent years, concern has focused not merely on the need for more facilities and programs, but on the need for trained leaders who can make better use of existing facilities and programs. However, materials and guidelines available for training are limited; training programs to certify personnel are scarce; and research in curriculum development is practically non-existent. With this in mind, Project REACH was created to: (1) systematically identify and document the critical tasks performed by personnel in camp programs serving the physically handicapped; and (2) to translate this information into practical and adaptable training programs and materials. In other words, the purpose of the project is to design flexible and multi-faceted training materials and programs that will help improve and advance existing programs and services to include more physically handicapped campers.

APPROACH

The approach for designing the training programs will be competency-based instruction, a method of preparing individuals for jobs based on the actual work performed on the job. This training approach clearly specifies the level of performance expected of each camp staff member. In addition, it allows the "trainee" to learn at a rate and manner compatible with his or her background and experience. The advantages of this approach for training camp staff are that training programs can be easily tailored to meet the needs of each individual camp program, as well as each individual staff member.

To develop a competency-based training program, the tasks to be performed on the job must be identified, the minimum acceptable level of work performance must be established, and the conditions under which training and work are to be accomplished must be determined. Thus, during the first year of operation, research activities have centered around answering the following four questions:

1. What camping services are being provided to the physically handicapped?
2. What are the personnel who make up the typical camp staff required to do in their jobs?
3. What training practices and materials are currently in use for preparing camp staff in camps serving the physically handicapped?
4. What changes and additions are needed to improve these practices and materials?

In seeking answers to these questions, a variety of research methods and techniques are being employed. A brief synopsis of major activities currently underway is presented in the following section.

ACCOMPLISHMENTS TO DATE

Literature Review. A literature review is being conducted to gather information about the "state-of-the-art" of camping for the physically handicapped. The literature review actually serves two purposes. Through the review, innovative and common program, staffing, and training practices are being analyzed to determine their implications for the design and content of the training programs to be developed during the second year. In addition, printed and audio-visual resources which could be used in the training programs are being identified and collected.

One of the major problems we have encountered with the literature review is that many good resources are only locally known or available. To help us overcome this problem, please see the Information Exchange Index on the last page of the bulletin.

National Survey of Existing Programs. During the month of March, a national survey of existing camping programs was initiated. The survey was sent to a thousand camps whose names were taken at random from an ACA master list of camps.

Through the survey, we hope to identify general demographic data about camps serving special populations, as well as specific information about the clients served, the staff, and training practices currently in use. This information is of great importance to the project in that it will help to define the realistic conditions for which the training programs should be designed.

Critical Incident Survey. During the summer of 1976, questionnaires were mailed to 319 camps serving the physically handicapped. The survey asked camp personnel to describe incidents in which camp directors, program specialists, camp counselors, and auxiliary staff performed their jobs either exceptionally well or exceptionally poor. Approximately one-fourth of the camps contacted responded to the survey, producing 521 "critical incidents" for the four broad job categories being analyzed; camp director, program specialist, camp counselor, and auxiliary staff. Each of the critical incidents was subsequently analyzed and converted into statements which describe tasks performed within each category. An example of how a reported critical incident was translated into a task statement is illustrated below.

Critical Incident Summary

On his first night away from home, a camper was belligerent and verbally aggressive. Counselor was inexperienced and unable to control camper. Took him to a vacated area and called in a supervisory staff member, who allowed camper to express his hostilities until the camper was talked out.

Task Statement

Counselor obtains needed support and assistance for handling special behavior problems.

Example of Critical Incident and Task Statement

Task Analysis Workshop. A task analysis workshop was conducted at the University of Kentucky in late November, 1976. The purpose of the workshop was to organize the task statements identified by the critical incident survey into manageable units and to analyze them in terms of their requisite behaviors, skills, and knowledge. Workshop participants included 12 experts who were selected because of their extensive experience and expertise in the camping field. The participants were divided into four work groups; each group being assigned to one of four categories. Each group was responsible for developing and analyzing a task outline for the job position(s) with their assigned category.

Major Responsibility
5. Camp Counselor Promotes Personal/Social Growth of Camper

Duty Statement
5.2 Manages camper behavior problems

Task Examples
5.2.1 Responds appropriately to undesirable camper behavior
5.2.2 Reinforces appropriate camper behavior
5.2.3 Explains to campers consequences of their inappropriate actions
5.2.4 Communicates to campers benefits of their appropriate behavior
5.2.5 ***Obtains needed support and assistance for handling special behavior problems***
5.2.6 Refers campers with special behavior problems to higher authority
5.2.7 Enforces rules regarding camper conflict
5.2.8 Mediates conflict(s) between campers
5.2.9 Administers punishment when necessary as specified by camp policy and procedures
5.2.10 Handles behavior problems on an individual basis

Example of Partial Task Outline for Camp Counselor

Workshop participants included:

Camp Director's Panel
Jerry Byrd, NAC Team Leader*
Bernie Schrader, Bradford Woods, Indiana University
Bert Emmons, Camp ASCCA, AL

Program Specialist's Panel
Dave Park, NAC Team Leader*
Gary Chambers, Camp Riley, IN
Jean Folkerth, Camp ENINIHASSEE, FL

Camp Counselor's Panel
Steve Brannan, NAC Team Leader*
Peg Connolly, Camp Allen, NH
Terry Moore, Camp Daniel Boone, MO

Auxiliary Staff's Panel
Gary Robb, NAC Team Leader*
Sandee Bennett, Camp Greenshores, KY
Edith Kowalsky, The Hemlocks, CT

Vincent Lamo, Project Consultant, Research Associates, Inc., MA

**National Advisory Committee Representative*

Validation of Task Outlines. Following the task analysis workshop, procedures were implemented to validate the task outlines produced by workshop participants. After the results of the task analysis were compiled and tabulated, a panel of five judges reviewed each list. Additionally, ten "job incumbents" were asked to react to the revised task outlines. Presently, project staff are analyzing results and will subsequently develop completed task outlines in final form. The box above contains part of a task outline developed for the camp counselor. The part shown demonstrates how a task statement, such as was used in the prior example, was built into the task outline.

NATIONAL ADVISORY COMMITTEE

A National Advisory Committee of practitioners and educators was established to assist project staff in decision-making and evaluation of project progress. The group met for the first time in Boston, Massachusetts, on October 17, 1976. The next scheduled meeting will be in the fall of 1977.

The National Advisory Committe has representatives from a variety of organizations and agencies throughout the United States with impact on the fiel of camping for the physically handicapped. The expertise of this group is, to say the least, impressive and we fee Project REACH is fortunate to have the benefit of their collective knowledg and experience.

Members of the National Advisory Committee are:

ARMAND BALL, *Executive Vice Presi dent of the American Camping As sociation*
A. EDWARD BLACKHURST, Ph.D., *Chairman of the Special Educatio Department, University of Kentucky*
STEVE BRANNAN, Ed.D., *Professor o Special Education, Portland Stat University, Oregon*

JERRY D. BYRD, *Director of Camping for the St. Louis Region's Easter Seal Society and Director of Camp Daniel Boone*

LOIS J. HARDT, Ph.D., *Director of Program Services for the National Easter Seal Society*

HELEN JO HILLMAN, *Director of Programs for Mentally and Orthopedically Handicapped for the Washington, D.C., Department of Recreation*

BETTY KIRLIN, Ed.D., *Director of Educational Practicum for Social Professions, University of Kentucky*

SIDNEY G. LUTZIN, *Distinguished Lecturer, Parks and Recreation Curriculum, University of Maryland*

DAVID PARK, *Coordinator of Therapeutic Recreation Program, Department of Human Kinetics and Leisure Studies, The George Washington University*

KATHRYN V. PARODI, *Executive Director of the Easter Seal Society of Santa Cruz County, California*

GARY M. ROBB, *Executive Director of Camp Allen, Inc., New Hampshire, and Associate Training Coordinator for BEH/NRPA Project*

THOMAS A. STEIN, Ph.D., *Professor in the Curriculum in Recreation Administration, University of North Carolina*

PROJECT OFFICER

MEL APPELL, *Bureau of Education for the Handicapped, U.S. Office of Education, Washington, D.C.*

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Elizabeth M. Farley	*Principal Investigator*
Barbara D. Pantzer	*Senior Research Associate*
Dorrie Brown	*Graduate Research Assistant*
Christine Doerflinger	*Graduate Research Assistant*
Karen Morrison	*Graduate Research Assistant*
Janet Barnes	*Project Secretary*
Terri Hartley	*Part-time Secretary*

The project information reported herein is being performed pursuant to Grant No. G00-76-03230 from the Bureau of Education for the Handicapped, Office of Education, U.S. Department of Health Education and Welfare. However, the opinions expressed do not necessarily reflect position or policy of the Bureau, and no official endorsement by the U.S. Office of Education should be inferred.

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INFORMATION EXCHANGE

Project REACH would like to initiate an informational exchange program. We have discovered that many practitioners in the field not only have excellent programs but have also written about them. Unfortunately, however, this material has not been widely circulated outside the immediate area or organization. If you have material available about your camping program and training practices, please share it with us; we need your input.

For further information regarding Project REACH, contact:

Elizabeth M. Farley
Project REACH
405 Bradley Hall
University of Kentucky
Lexington, Kentucky 40506

(When completed, fold, staple, and return.)

PROGRAM INFORMATION EXCHANGE INDEX

NAME ______________________ **TITLE** ______________________

AGENCY ____

ADDRESS ____

PHONE (AREA) ____

PRIMARY CONTACT PERSON ________________________________
(if different from above)

OTHER MAILING ADDRESSES OR CONTACT PERSONS

____
(name) **(address)** **(phone)**

____
(name) **(address)** **(phone)**

____
(name) **(address)** **(phone)**

The following is a list of materials we have available upon request: *(Please attach any published bibliographies, reference lists, training or curriculum materials, staff manuals, newsletters, monographs, etc., if available.)*

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REACH

A PROJECT TO DEVELOP RESOURCES FOR THE EXPANSION AND ADVANCEMENT OF CAMPING FOR THE HANDICAPPED
405 BRADLEY HALL UNIVERSITY OF KENTUCKY LEXINGTON, KY 40506 (606) 258-2772
DENNIS A. VINTON · PROJECT DIRECTOR ELIZABETH M. FARLEY · PRINCIPAL INVESTIGATOR BARBARA D. PANTZER · RESEARCH ASSOCIATE

PROJECT REACH
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Information Bulletin

PROJECT TO DEVELOP RESOURCES FOR THE EXPANSION AND ADVANCEMENT OF CAMPING FOR THE HANDICAPPED
405 BRADLEY HALL UNIVERSITY OF KENTUCKY LEXINGTON, KY 40506

NOTE

This informational bulletin is the second in a series of reports concerning Project REACH, a three year research and development project administered by the University of Kentucky, Curriculum in Recreation and Parks under a grant from the Bureau of Education for the Handicapped, U.S. Office of Education. The purpose of Project REACH is to produce and disseminate training materials and programs that will help improve and expand the quantity and quality of camping services for the physically handicapped.

This second issue of the Bulletin presents a summary of the high-lights and significant accomplishments of Project REACH during the previous year. Through this and future bulletins, we hope to communicate with interested persons and would like to encourage you to share information with us.

BACKGROUND

Although the beginning of the organized camping movement dates back to the 1800's, training of camp staff has only recently received the serious attention of professionals in the field. Attention was first focused on camp staff training in 1946 when a professional preparation panel met in New York to make recommendations concerning recreation, camping and conservation education. The panel recommended that universities and employing agencies cooperate to establish training programs. While universities, agencies, and private organizations have done much to advance their own training programs during this time, cooperative sharing of resources has been limited.

In 1970, the American Camping Association (ACA) established a Council of Delegates to address the issue of camp director training. During the next two years, ACA identified competencies which were adopted as part of ACA's certified camp directors training program now in operation. It is the only operating program of its kind not exclusive to a specific agency or organization. The program is governed and regulated by a professional board representing many camping concerns. Competencies for other staff positions for purposes of training were not identified.

Also in the early 1970's, the Bureau of Education for the Handicapped sponsored a national conference, the Asilomar Conference, to examine training needs and strategies in camping, outdoor and environmental recreation for the handicapped. The assembled authorities concluded that the primary obstacles to training are due to a lack of both adequate training programs and training materials.

A major objective of Project REACH has been to address the professional and public concern to provide more quality control in camp staff training. The importance of these efforts can not be underestimated. There are approximately 10,000 organized camps operating programs in the United States and Canada. It is estimated that seven to eight million children and young adults attend organized camp programs annually. Of this total number of campers, approximately 10 percent are handicapped.

DEVELOPING THE CBI TRAINING PROGRAMS

APPROACH—In developing the training programs, a systems approach was used. Seven camp staff positions were identified and analyzed, first, by conducting a mail survey aimed at identifying critical tasks performed by these staff members and, secondly, by having practitioners task analyze the positions. As a result of these efforts, competencies and objectives were identified for the positions of camp director, program specialist, camp counselor, camp nurse, head cook, maintenance supervisor, and camp secretary.

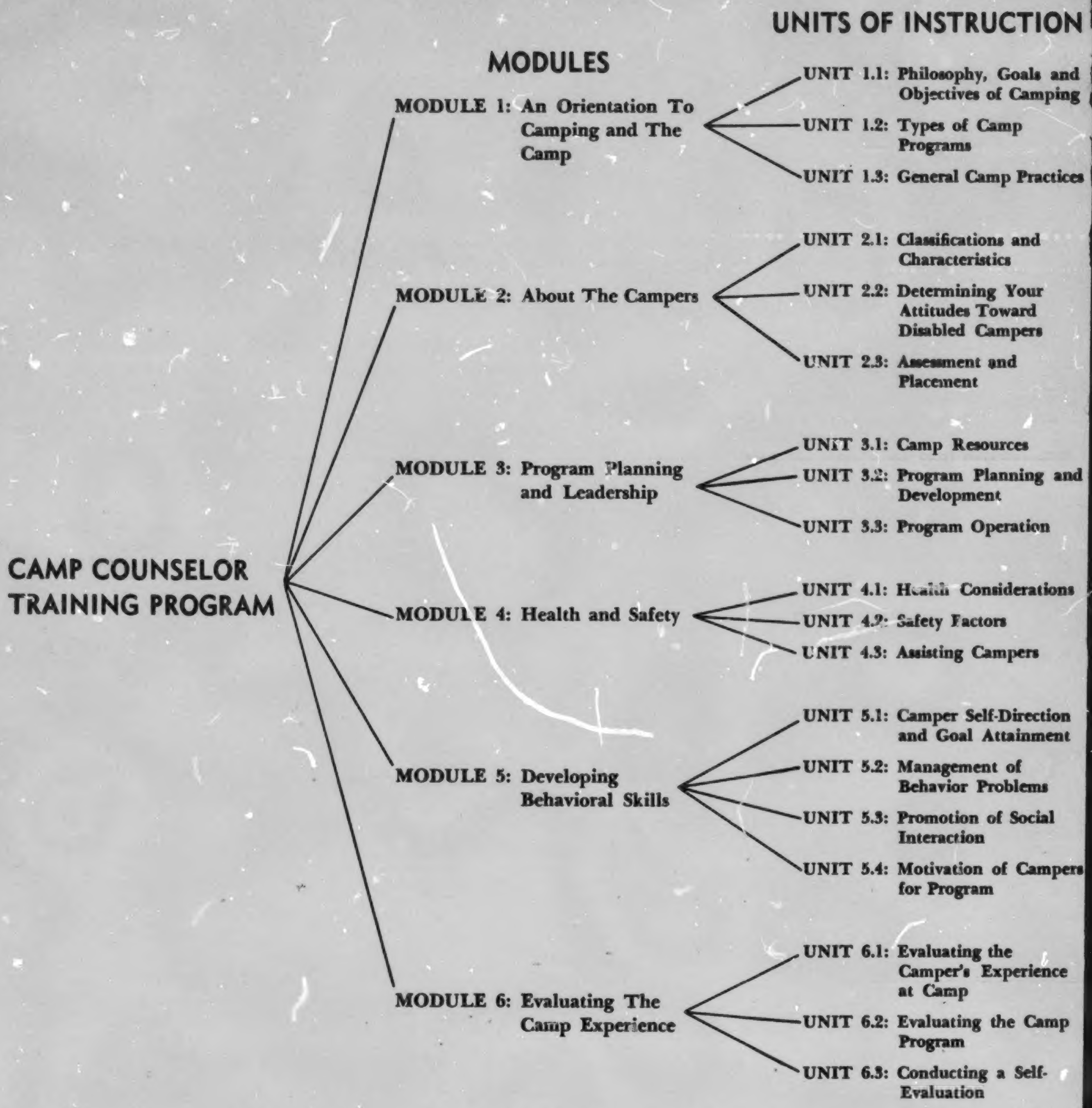
During the past year, practitioners and experts have been employed to write the training materials using a competency-based instructional (CBI) design. The CBI design implies that the trainee be told specifically what is to be taught and how accomplishment of the competencies is to be measured. Also, competency-based instruction implies that the trainee be held accountable for achieving the competencies.

Based on recommendations from experts in the field, the camp counselor and program specialist instructional programs have been written as one training program and will be referred to as the camp staff training program. A brief description of the camp staff and camp director training programs follows. These two training programs, as well as the material for four auxiliary staff positions, are in various stages of development.

CAMP STAFF TRAINING PROGRAM—The camp counselor and program specialist training program has been written to provide basic skills, knowledge and behaviors needed for working in a camp for the physically handicapped. The two unique features of this training program are its field orientation and its individualization of learning experiences.

Based on the task analysis, the training program contains no extraneous learning. Rather, its objectives, learning activities and evaluation methods focus on the specific duties which the camp counselor or program specialist does on the job. Although the program can be used in a variety of ways—as a college course, as an institute or workshop, or as pre-camp training—the emphasis is always on the practical application of learning in a camp setting.

The training program pulls no punches. From the beginning, the trainee is informed of what is expected as a result of the training. The trainee can then select from a variety of learning activities those which best suit his or her needs or style of learning. In addition, the trainee can by-pass certain areas by testing out or can elect to add activities in which more work is needed or desired. This flexibility allows a group of trainees to participate in the program despite diverse backgrounds, experiences and interests.


UNITS OF INSTRUCTION
MODULES
CAMP COUNSELOR TRAINING PROGRAM
MODULE 1: An Orientation To Camping and The Camp
UNIT 1.1: Philosophy, Goals and Objectives of Camping
UNIT 1.2: Types of Camp Programs
UNIT 1.3: General Camp Practices
MODULE 2: About The Campers
UNIT 2.1: Classifications and Characteristics
UNIT 2.2: Determining Your Attitudes Toward Disabled Campers
UNIT 2.3: Assessment and Placement
MODULE 3: Program Planning and Leadership
UNIT 3.1: Camp Resources
UNIT 3.2: Program Planning and Development
UNIT 3.3: Program Operation
MODULE 4: Health and Safety
UNIT 4.1: Health Considerations
UNIT 4.2: Safety Factors
UNIT 4.3: Assisting Campers
MODULE 5: Developing Behavioral Skills
UNIT 5.1: Camper Self-Direction and Goal Attainment
UNIT 5.2: Management of Behavior Problems
UNIT 5.3: Promotion of Social Interaction
UNIT 5.4: Motivation of Campers for Program
MODULE 6: Evaluating The Camp Experience
UNIT 6.1: Evaluating the Camper's Experience at Camp
UNIT 6.2: Evaluating the Camp Program
UNIT 6.3: Conducting a Self-Evaluation

Organizational Content of Camp Staff Training Program

There are six modules in the camp staff training program: 1) An Orientation to Camping and the Camp; 2) About the Campers; 3) Program Planning and Leadership; 4) Health and Safety; 5) Developing Behavioral Skills; and 6) Evaluating the Camp Experience. The accompanying diagram graphically depicts the content and organization of the training program for camp counselors and program specialists.

EVALUATION OF THE CAMP STAFF TRAINING PROGRAM—The materials developed for the camp counselor and program specialist training programs have been evaluated in a variety of ways.

Prototype Tryout. Eighteen students from the UNIVERSITY OF KENTUCKY participated in the first prototype tryout in November 1977. The second prototype tryout was a three-day workshop held at CAMP GREENSHORES in McDaniels, Kentucky with thirty students from five universities in Kentucky.

Field Testing. During the summer o 1978, developmental field testing of th camp counselor and program specialis training materials was conducted. Fou sites were used to field test the materials INDIANA UNIVERSITY experimente with the material as a college cours Michigan Easter Seal Society's CAMI

HICKORY RIDGE, the Maryland League for Crippled Children and Adult's CAMP GREENTOP and Santa Cruz, California Easter Seal Society's CAMP HARMON used the material as part of their pre-camp training programs. There were a total of 80 staff and students who participated in the field testing.

After using the materials, trainers and trainees evaluated all the modules individually and the course as a whole.

Expert Review. The training programs also underwent expert review. Three experts individually reviewed the modules and made recommendations for revisions.

Internal Review. The project staff have conducted systematic reviews of the training materials during different stages of development. The final steps in the developmental process are to analyze the data gathered from the experts and field test sites, rewrite the modules, and conduct a staff internal review.

CAMP DIRECTOR TRAINING PROGRAM—To respond to the camp director competencies, nine modules are being prepared. Each module has been written so that the trainee may choose to participate in a group study situation or to study independently. The nine modules are: 1) An Orientation to Camping; 2) About the Campers; 3) Development of a Plan for All Camp Operations; 4) Maintaining Physical Facilities and Properties; 5) Internal and External Communication of Camp Operations; 6) Promoting the Health and Safety of Everyone in Camp; 7) Controlling Business and Financial Operations; 8) Providing Camping Services and Experiences to Persons with Physical Handicaps; and 9) Promoting Professional Development of All Camp Personnel.

ACA AND REACH COOPERATE IN TESTING CAMP DIRECTOR TRAINING PROGRAM—The American Camping Association (ACA) has agreed to assist in the pilot testing, field testing and expert review of the camp director training materials. ACA's Curriculum Development Committee will meet in the fall of 1978 and spring of 1979 to participate in an expert review of the training material. Project REACH techniques and resources will be used in each of the four Managerial Workshops which will be offered at the National ACA Convention in Minneapolis, Minnesota, February 19-23, 1979 and in conjunction with the Southern Model "B" Institute for certifying camp directors in Athens, Georgia, March 11-16, 1979. ACA's National Leadership Certification Board will be acting on the Curriculum Development Committee's recommendations for the use of the Project REACH materials in future camp director institutes and managerial workshops.

ROLE OF THE SPECIAL EDUCATOR IN CAMPING

In February 1978, a panel was convened at the University of Kentucky to determine the role and competencies of special educators in residential camps for the physically disabled. Considering the difficulties faced by many camps in hiring qualified personnel, it was felt that to investigate the potential role of the special educator was extremely worthwhile.

The panel consisted of four experts and four practitioners in the fields of camping and special education. Three position statements and fifteen items listing contributions which may be made by special educators in residential camps serving the physically disabled were developed.

NATIONAL ADVISORY COMMITTEE

A National Advisory Committee of noted experts in the fields of camping, therapeutic recreation and special education was established to assist the staff in decision-making and evaluation of progress made during the duration of the project. The group has met twice; first in Boston, Massachusetts on October 17, 1976 and second, in February, 1978 at Lexington, Kentucky. The committee will meet again in February, 1979 in Minneapolis, Minnesota.

The National Advisory Committee has played a significant role in steering project activities and materials development in the right direction. The conscientious efforts of the committee members and their willingness to communicate with the staff have saved innumerable hours and eliminated countless errors.

PROJECT HIGHLIGHTS

- Conducted a national survey on the status of camping
- Analyzed available camp literature and research using over 600 resources
- Met with the National Advisory Committee
- Conducted a task analysis workshop
- Developed task outlines for seven camp staff positions
- Developed the Camp Staff, Camp Director and Auxiliary Staff CBI Training Programs
- Tested the camp counselor training program nationally at four sites
- Cooperated with the American Camping Association to test the Camp Director Training Program
- Compiled a national directory of key agencies and organizations

FUTURE ACTIVITIES

As the developmental testing is completed during the final year of operation, the training program materials will be prepared for publication. The first competency-based training program for camp staff should be in print by August or September of 1979. Also, during year three, the project staff will be making presentations at many national and regional workshops and conventions.

Because of the mutual concern for the improvement in the quality of camp programs and camp staff, plans are being made between Project REACH staff and the American Camping Association to see that the work which has been started is continued. Our concern is to give practitioners the opportunity to experience, work with, and make available the materials which have been developed.

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Mel Appell, Bureau of Education for the Handicapped, U.S. Office of Education, Washington, D.C.

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Robert Neely, University of Maryland
Barbara Pantzer, University of Kentucky
Sherrii Jo Stephan, Eastern Kentucky University
Dean Zoerink, University of Northern Iowa

* *Many National Advisory Committee Members, site directors and staff have participated on panels, as consultants and writers*

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APPENDIX L

PLAN FOR MATERIALS DESIGN, PRODUCTION AND DISSEMINATION

687

Some Assumptions About the Intended Audience and Their Implications for Instructional Materials Design and Packaging

Types of Audience Characteristics

There are four categories of audience characteristics which have implications for the design of instructional materials. These are: 1) subject matter competence of the audience,2) their attitudes and values, 3) language and style preferences and 4) special considerations such as handicapping conditions, e.g. ability to manipulate slides.

Project REACH has developed instructional materials for four audience types: camp counselor and program specialist, camp director, auxilliary personnel, and trainer/educator.

Camp Counselor/ Program Specialist

Included in this category of users are students enrolled in academic programs related to camping. The users in this category have a minimum educational level of high school graduate. The vocabulary level of the materials intended for this category of users should correspond to their educational level.

The average age of camp counselors is 18-25. This age group has a relatively greater degree of exposure to non-print media in their secondary education and may respond more positively to non-print presentations than to print.

The average attention span should also be considered in determining the length of each unit and the amount of time necessary to complete it.

Camp Directors

Camp directors have at least a Bachelors degree and often a Ph.D. They are relatively older than counselors and more print-oriented than a younger audience. There is a wide range of competencies in administrative skills; it is therefore important to provide for flexibility and freedom of choice of learning activities.

Trainer/Educator

Although materials for this user group were not available for this report, it is clear that the trainer/educator audience is one of the most important audiences since it is likely that they will be making the decision to purchase the materials. This group is also likely to be highly educated and familiar with such educational terminology as "behavioral objectives" "competency - based," etc.

Because of this knowledge, they would also tend to be more critical of the instructional material than any other audience.

Auxilliary Staff

The auxilliary staff have such diversity of backgrounds that few generalizations can be made.

The materials for this audicence are and should be informative rather than instructional. In small camps, the information needed by the auxilliary staff is also relevant to the director. Care should be taken to design this series to meet the needs of both audiences.

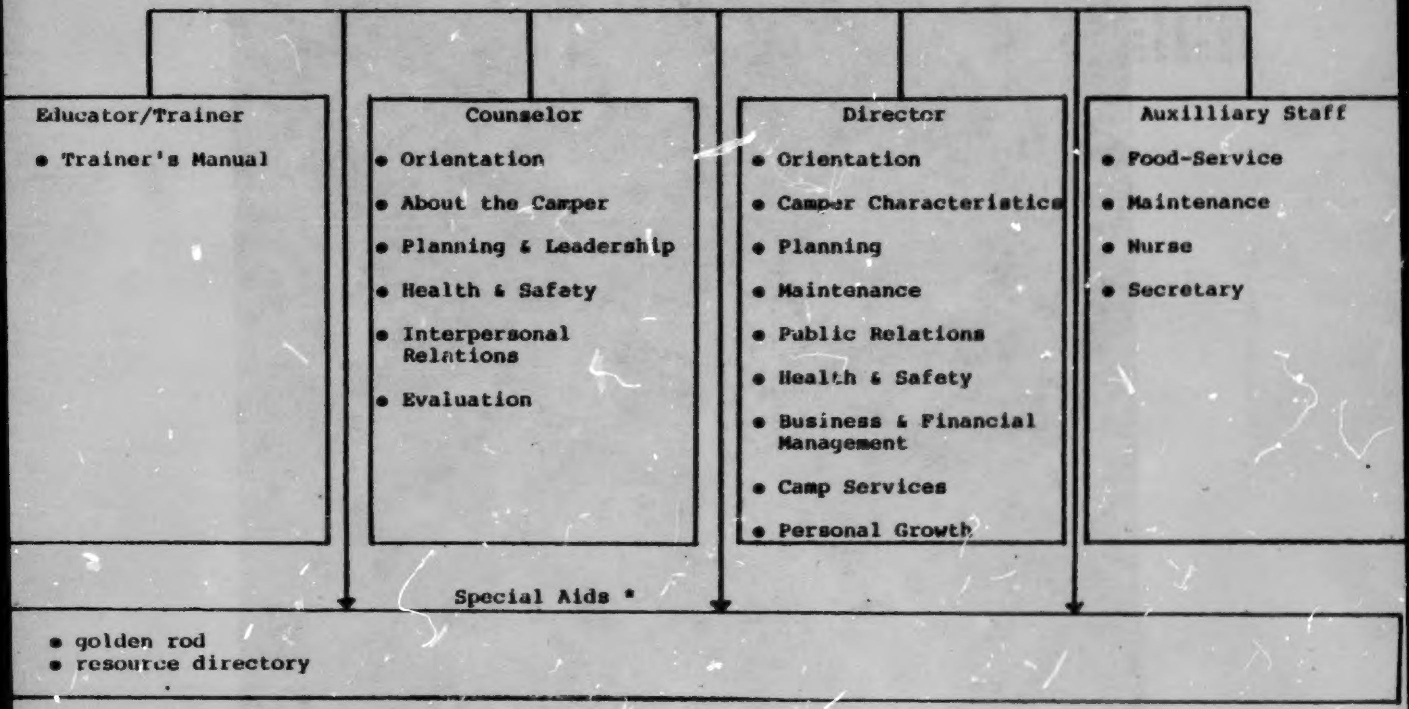
The Package As a System

The word package as used in this report refers to all of the modules and other materials developed for camp personnel. When referring to a group of modules and other materials intended for one of the user groups such as counselors, we shall use the term series. Within each series, there are modules and within each module, there are units.

Generally, a system is a group of interrelated components with each component contributing to an overall purpose. Figure 1 illustrates how this concept may be graphically presented.

Figure 1

Camp Staff Training System


Educator/Trainer
• Trainer's Manual
Counselor
• Orientation
• About the Camper
• Planning & Leadership
• Health & Safety
• Interpersonal Relations
• Evaluation
Director
• Orientation
• Camper Characteristics
• Planning
• Maintenance
• Public Relations
• Health & Safety
• Business & Financial Management
• Camp Services
• Personal Growth
Auxilliary Staff
• Food-Service
• Maintenance
• Nurse
• Secretary
Special Aids *
• golden rod
• resource directory

---

* See product opportunities for other potential special aids

6 90

Physical Design

The use of a logo on the cover of every physical item in the package would help to identify the materials as part of the same package. Likewise each series should have a common easy-to-identify tie, perhaps the color of the covers. Since special aids are not necessarily audience directed, they should be tied together by a fifth color.

Pricing

Prices should be structured in such a way as to enduce users to subscribe to the entire package while allowing him the option to pick and choose. Discounts should also be allowed for bulk orders. To encourage purchasers to enclose payment with the order and thus avoid billing, provide an incentive such as a complementary product or a discount equivalent to the cost of billing.

Other Product Opportunities

The following potential products should be studied for their feasibility:

1. Book of Readings. A book of readings based on the suggested readings in each unit can be prepared to accompany each module. This would not only increase the probability that trainees make use of this type of learning activity but also enrich the package as a whole. Reprint rights can be obtained for most publications which are copyrighted.

2. Audio-visual instructional aids. These are particularly important to trainers and educators.

3. Workshops to train trainers and educators. These workshops ensure the most effective use of the materials as well as promote their sales.

4. Computer-Assisted-Instruction (CAI). While there are many CAI system capabilities at universities, consideration should be given to the use of PLATO, a commercial CAI system offered by the Control Data Corporation.

PLATO is a CAI system supported by an extensive telecommunications network. It offers course work in many subject areas ranging from basic skills (reading, arithmetic, communications) to technical skills such as computer programming, chemistry, business, marketing, etc. Individual learners or groups may purchase/lease terminals or use terminals made available through 50 Learning Centers around the country.

What is of potential interest to Project REACH is PLATO's capibility for converting printed instructional materials to CAI form. Appendix A describes the course work on designing CAI materials using PLATO. As part of this course work, PLATO provides a roster of CAI consultants who are accessible through the same terminal that is used to design the material.

In other words, PLATO can be used by trainees as well as trainers who are interested in designing CAI materials. Once these materials are developed, they may be used through the system by trainees across the nation either as individuals or in groups.

Since the cost of using PLATO varies with its use, such information should be obtained from a sales representative. In the Washington, D.C. area, the contact is Ms. Joan Whelehan 468-8141.

The Module

Proposed Content

Each module should have a standard introduction to the package. The introduction should avoid the use of educational jargon. It should describe what the entire package contains, the intended audience for each series and the modules included in each series; in short the introduction should describe Figure 1 in narrative form.

The units within a module should be self-contained as much as possible.

If a learning activity involves the use of a specific aid (table, chart, etc.), resource material or reference, mention these in the description of the learning activity. In other words provide better linkages between worksheets, pretests, references, etc. A list of references that stands alone at the end of the unit without any mention of the references in the learning activity or remedial activity is not likely to be read, particularly if the trainee does not have convenient access to the documents referenced. (This is where the book of readings idea comes in.)

Suggestions on Format

1. Distinguish one unit from another by using different colored dividers of heavier stock than the paper used for the textual material. Alternatively, use tabs to separate sections from one another.

2. Different type fonts for headings is effective for distinguishing subdivisions of content but overuse of this technique is confusing and distracting to the reader. Use no more than 3 type fonts on a page. See appendix B for an example of this. If cost is not a factor, consider the use of different color ink to highlight certain parts of the text, e.g. trainee information can always be printed in the same color throughout the module.

Basic Concepts of Product Utilization

User Involvement

A potential user is more likely to use a product if it is perceived to meet his needs. In order to increase the probability that a product meets users' needs, the user should be involved throughout the development of the product, particularly at its conceptual stage. This requires the developer to clearly identify who the users are and their characteristics, such as

	educational levels, which have implications for the content and format of the product.
Product Testing	Testing and continuous refinement of the product should be provided for. This process not only requires time and effort; it also indicates a flexible medium to allow ease of update during the developmental stage. If print has been decided to be the most desirable medium, it may be advantageous to consider the use of a word processor to facilitate updates. If a word processor is used, choose one that is document- rather than page-oriented (tape or disk storage rather than card or paper).
Credibility	The credibility of the product derives not only from its quality but is implied by its authorship. Brief biographical sketches should be provided for the principal developers. These sketches should be written in the context of the subject of the materials and their audiences. Potential users base their judgment of the quality of a product on a relatively superficial examination of the product or its surrogate, such as an announcement brochure. (Do I need this product? How much does it cost? Does the product/announcement look professional? Who is affiliated with the product? Do I know any of them?)
Endorsements	Product endorsements, selected for each type of audience, can enhance product utilization. (If Dr. Foremost Authority says that this product is a must, I should get it.) Another form of endorsements is testimonials in which the impact of the materials is described by a user. (I used Crest and had a perfect check up.)
Marketing	Marketing involves not only making potential users aware of the product but also involves creating a need for the product. Products based on new

technologies often are not created to meet a perceived need; often the need is created after the product becomes available. Techniques of persuasion and peer group pressure are employed to create an unperceived need. Exposure is created by the use of multiple channels of communication. We will discuss below some of the appropriate channels of advertising for instructional materials.

Product Accessibility

Potential users must have a convenient way to access the product. It is not enough for users to know about a product or to want it, they must be able to obtain it in a way that is most convenient for them. Accessibility requires not only an efficient distribution mechanism but also a pricing structure that encourages consumption. An example that embodies these concepts is the book or record of the month sales. In these schemes the consumer "enrolls" by purchasing a number of titles at a nominal cost. After the consumer is "enrolled" he is automatically sent one or more titles per month at the regular price until the contract is fulfilled. The consumer often accepts the product even if it was not his first choice since returning it takes too much effort.

Promotion Strategies and Schemes

Promotion strategies should be evaluated after a careful determination of the characteristics of each market segment. The following strategies may apply individually or in combination:

1. Value strategy - appeal to the consumer's professional values.
2. Rational strategy - present data and logical arguments.
3. Didactic strategy - teach the consumer how to use the product.
4. Psychological strategy - persuade the consumer by peer pressure and by involvement.

5. Economic strategy - present cost benefit arguments.

6. Authority strategy - use authority figures to endorse the product.

Superimposed on these strategies are a number of schemes that can be used for promotion:

1. Learner centered - emphasizing the benefits to the learner.

2. Trainer centered - emphasizing the benefits to the trainer.

3. Financial - emphasizing the savings.

4. Educational currency - emphasizing the latest technology.

5. Leadership - emphasizing prestige (the first in the block to have it).

Awareness Techniques

The channels to be used for making the potential users aware of the product should be selected in terms of the normal channels they use for keeping abreast in their field. In general these include:

1. direct mailing

2. announcements in journals and newsletters in the form of releases as well as ads

3. exhibits at conferences

4. demonstration by special arrangements

5. office visits

6. workshops for trainers

APPENDIX M

REPORT OF MARKET ANALYSIS OF REACH MATERIALS

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Report of the Market Analysis of the Project REACH Materials

Prepared for

Project REACH
University of Kentucky

Prepared by

Leisure Information Service

October, 1979

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REACH

A PROJECT TO DEVELOP RESOURCES FOR THE EXPANSION AND ADVANCEMENT OF CAMPING FOR THE HANDICAPPED
489 BRADLEY HALL UNIVERSITY OF KENTUCKY LEXINGTON, KY 40506 (606)258-2772

Dear Colleagues:

This questionnaire has been prepared to provide us with important information relative to the dissemination and the utilization of the Project REACH Camp Staff Training System materials. Would you kindly take a few minutes to complete the questions listed below. The information will be most helpful to us.

Thank you for your assistance.

Sincerely,

Dennis A. Vinton

Dennis A. Vinton, Re.D.
Director of Project REACH

==

1. I work in a: (Check all that apply)
   - ☐ University or college
   - ☐ Camp
   - ☐ Park and recreation agency
   - ☐ Other, please specify ___________

2. I spend my professional teaching time in: (Indicate percentage of time spent)
   - ☐ Teaching and research ___%
   - ☐ Administration/staffing camp programs ___%
   - ☐ Direct service to the physically handicapped ___%
   - ☐ Therapeutic Recreation ___%
   - ☐ Speech/hearing counseling ___%
   - ☐ Other; please specify _______________ ___%

3. If teaching is your main occupation, please check off the types of courses which you teach that are related to the product:
   - ☐ Camp counseling and administration
   - ☐ General recreation administration and leadership
   - ☐ Therapeutic recreation
   - ☐ Exceptional children/special populations
   - ☐ Other, please specify _______________

4. I am a potential user of the following modules:
   - ☐ Camp Counselor/Program Specialist ___
     - ☐ Orientation to Camping & the Camp ___
     - ☐ Knowing the Campers ___
     - ☐ Camp Program Planning & Leadership ___
     - ☐ Dealing with Camper Behavior ___
     - ☐ Evaluating the Camp Experience ___
       - ☐ I. Pre-Camp ___
       - ☐ II. On-the-Job Training ___
   - ☐ Camp Director Series
     - ☐ Orientation to Organized Camping ___
     - ☐ Knowing the Physically Disabled Camper ___
     - ☐ Comprehensive Planning for Camp Facilities & Operations ___
     - ☐ Maintaining Camp Facilities & Properties ___
     - ☐ Camp Communication & Public Relations ___
     - ☐ Guidelines for Camp Health & Safety ___
     - ☐ Managing Camp Business and Finance ___
     - ☐ Providing Camping Services for Physically Disabled Campers ___
     - ☐ Promoting Growth & Development of Camp Staff ___
   - ☐ Auxiliary Staff Series ___
     - ☐ Camp Food Services Supervisor ___
     - ☐ Camp Maintenance Supervisor ___
     - ☐ Camp Nurse ___
     - ☐ Camp Secretary ___
   - ☐ Camp Management Series ___
     - ☐ Directory of Agencies Concerned with Camping for the Handicapped ___
     - ☐ Prototype Staff Manual ___
     - ☐ Educator-Trainer Series ___

PLEASE NOTE: Price information for each module will be determined by late Summer, 1979. Prices will be somewhat lower than materials commercially available.

5. I intend to use the modules name above for:
   - ☐ Teaching students (classroom)
   - ☐ Learning the subject myself
   - ☐ On-site camp staff training
   - ☐ Other: please specify _______________

6. Do you feel that you may have potential use for these materials in your program?

____ Yes ____ No ____ Undecided

Please list on the reverse side of this questionnaire an estimated number of copies you may require on the modules you indicated interest in.

7. I would not have use for the modules listed because:

/ / They are too comprehensive for my training requirements.

/ / They are not relevant to my needs.

/ / Other; please specify: ____________________

____

____

____

8. Please send a copy of the brochure with prices to the following organization(s) and individuals who might be interested:

My Name: ____________________
Organization: ____________________
Address: ____________________
City: ____________ State ______ Zip ______

Name: ____________________
Organization: ____________________
Address: ____________________
City: ____________ State ______ Zip ______

Name: ____________________
Organization: ____________________
Address: ____________________
City: ____________ State ______ Zip ______

THANK YOU!

UNIVERSITY OF KENTUCKY
PROJECT REACH
405 BRADLEY HALL
LEXINGTON, KENTUCKY 40506

FIRST CLASS
PERMIT NO. 18
LEXINGTON, KY.

BUSINESS REPLY MAIL
No Postage Stamp Necessary if Mailed in the United States

POSTAGE WILL BE PAID BY
UNIVERSITY OF KENTUCKY
PROJECT REACH
405 BRADLEY HALL
LEXINGTON, KENTUCKY 40506

Overall, there was a very enthusiastic reponse to the REACH project. Most everyone admitted that they could use the modules in their particular programs. Only 6 of the 248 people surveyed said that they were definitely not potential users of the materials, while 190 said that they were, and 51 were undecided.

The figures showed that the greatest sales potential is with administrators and teachers in a camp situation. There tends to be the greatest need for 1.) the Camp Counselor/Program Specialist Series, followed by 2.) the Camp Director Series, 3) the Auxilary Staff Series, and finally 4.) the Camp Management Series.

It is recommended that samples of the materials be developed which would aid the potential users in determining which modules best fit their needs. Also, a price list should be mailed to all users so that they can plan an order to fit their budget.

CAMP ADMINISTRATORS AND TEACHERS SHOW A STRONG RESPONSE

There were 248 responses to the REACH questionnaire, of which 128 are from camps, 14 are from universities, 4 from parks, and 32 checked the "other" box. 68 reponses were a combination of two of the four programs: 18 universities/camps, 5 parks/camps, 1 university/park, and 44 are a combination camp and "other". For details on the other types of institutions able to use these materials, a list of the "other" and camp and Camp/Other responses can be found in Appendix I.

Of 226 of the responses, 182 were full or part time administrators,[1] spending an average of 75.6% of their time administrating. 66 spent an average of 46.2% of their time teaching, 23 spent an average of 23.6% of their time in direct service, 13 spent an average of 24.7% of their time in therapeutic recreation, 2 spent an average of 22.5% of their time in speach/hearing counseling, and 54 spent an average of 51.9% of their time doing other tasks. (A list of these "other" tasks" is in Appendix II.)

---

[1] Although 248 questionnaires were returned, 22 of them were returned at such a late date that they could not be included in the analysis of the figures.

Average % of Time on the Job by Those who Responded		
Number of Responses	Job	Average % of time on job
182	Administrator	75.6
66	Teacher	46.2
23	Direct Service	23.3
13	Therapeutic Recreation	24.7
2	Speech/Hearing Counseling	22.5
54	Other	51.9

In the category of those who teach: 43 teach camp counseling and administration, 22 teach general recreation administration and leadership, 4 teach therapeutic recreation, 5 teach exceptional children/special populations and 15 teach other types of courses. (For a list of these other types of courses, see Appendix III.)

The responses show that half of those who responded are from camps, of which the vast majority of those who responded are administrators. Teachers rank second in strength of response, and the majority teach camp counseling and administration.

MARKETING: I. TARGET GROUPS: ADMINISTRATORS AND TEACHERS

It appears that the greatest marketing potential is with the camp programs with the administrators and the teachers being the targeted individuals. The greatest number of interested responses came from administrators and teachers.

It should be noted however, that the potential users of the modules intend to use them for learning the subject themselves (129) and for an on-site camp staff training program (195). Only 33 would use them for teaching students and 38 have "other" uses for them. (See Appendix IV for a list of these other uses.)

MARKETING: II. HOW TO MARKET THE SERIES

The modules falling under Camp Counselor/Program Specialist were the most popular with potential use ranging between 183 of 226 for "Knowing the Campers" to 140 of 226 for "On- the-Job-Training". The Camp Director Series was the second most popular with potential use ranging from 167 of 226 for "Promoting Growth and Development of Camp Staff" to 97 of 226 for "Knowing the Physically Disabled Camper". The Auxiliary Staff Series ranked third with potential use ranging from 130 of 226 for "Camp Food Services Supervisor" to 93 of 226 for

"Camp Secretary". Finally, the Camp Management Series ranked fourth with potential use of 127 of 226 for "Prototype Staff Manual" to 78 of 226 for "Directory of Agencies Concerned with Camping for the Handicapped".

Popularity of Modules

1. Camp Counselor/Program Specialist
2. The Camp Director Series
3. The Auxillary Staff Series
4. Camp Management Series

Although these four categories are capable of being ranked according to popularity, (see above) there really is not a significant difference between the potential use of those who responded. The real difference is apparent when we look at the number of each the potential users are willing to purchase before reviewing the contents of the materials or checking on the prices. Those who responded are willing to order 668-425 copies of the Camp Counselor/Program Specialist Series modules, yet are only willing to purchase 81-65 of the Camp Management Series modules, right away.

It would probably be advisable to develop a package of sample materials for administrators and teachers and other potential purchasers to assist them in determining which modules would best be adaptable for their needs. A sample package could also be influential in selling the modules to the more discriminating buyer who might insist on samples for review before making a decision on to actually purchase the materials.

A price list could be made a part of the sample package --so that the user could plan his orders to fit his individual budget. A marketing plan which utilizes a scheme of "Four for the Price of Three" might also be investigated in order to move inventories of less desirable modules, and encourage purchasers to buy the whole package.

APPENDIX I. OTHER AND CAMP/OTHER RESPONSES TO QUESTION 1

Responses to "Other" were:

- Camp Fire Organization
- Social Service Agency
- Girl Scouts
- YMCA/Youth Agency
- Health Agency
- ICF/MR (Residential)

Miscellanous:
- Private Agency
- Head Start Agency
- Settlement House
- Educational Program for Ed Children

Responses to Camp/Other were:

- Schools
- Church Youth Directors
- Community Centers
- Retreat Centers
- Youth Agency
- Agency
- Girl Scouts
- YMCA

Miscellanous:
- Easter Seal Society
- Self-Employed
- MR Agency
- Hospital Setting
- Zoo

APPENDIX II OTHER RESPONSES TO QUESTION 2

Other Professional Teaching Time is Spent in:

Training Leaders for Camp
Executive Director Sponsoring Organization
Year Round Special Events and Programs Planning Including Handicapped
Program Director for Campfire Girls
Youth Supervisor JCC
Working with Adult Leaders; Ongoing Support
Fund Raising
Senior Citizens
Church Consultant
Girl Scout Program
YMCA Programs
Recreation Administration
Direct Emotional Counseling
Consultant
Coaching
Work with ACA on Local Level
Improvements in 4-H Planning
Fieldwork
Coordinating Girl Scouts Programs
Adult Education (Girl Scout Leader Training)
Outdoor Training and Programming
Program Developing
Administration in Non-camp
Programs (Youth Agency)
Recruitung, Training and Coordinating Volunteers
Administration of Community Centers
Church Youth Leadership
Coordination of State Program (Church Youth)
Director of Settlement House
Residential School Director
High School Social Worker
Executive Secretary of IHSFA
Director of Education
Director of Recreation and Food Services/Camp Director
Administrative Agency Operations
Staff Supervision

APPENDIX III. OTHER RESPONSES TO QUESTION 3

Other types of courses taught are:

Administration
State Park Director
Swimming
Physical Education
Outdoor Education and Research-- Camp Director Institutes
Environmental Education
Sailing and Cross Country Skiing
School Psychologist
Animal/Environmental Education
Outdoor Skills

APPENDIX IV. OTHER REPONSES TO QUESTION 5

Other intended uses for the modules are:

Pre-CAmp Staff Training
Orientation for Prospective Staff
Yearly CIT Program
Year Round Training
Camp Planning
Agency Training
Implementing Concepts
Multi-Use Adaptations for Site Development
Developing concepts for Management Staffing;Resources
Orienting Public to Good Organized Camping
Training Board Members
Workshops
CD Institutes
Reference
Development of Resident Camp Directors
Administrative and Program Development
Additional Training
Working with Camp Committee
Working with Children
Use with Adults in Other Capacities in Out of Doors
Volunteers
Training for Club Workers
Seminars for Club Workers
Recruitment Camp Committee
Planning for Multi-Camp Sites run by Bancroft
Review-Possible Inclusion in already existing materials
Pre-Camp Staff Training
Resources
Trainers' Training
Sharing with Other Girl Scout Professional Program
Supervisory Instruction
Establishing a Resident Camp Program for the Handicapped to be Mainstreamed into our Existing Program
Self-Growth
Model Modification for Our Needs

APPENDIX V. OTHER REASONS TO QUESTION 7

Other reasons why there is no use for the modules:

*Depends on Price--Want to Review before Ordering (Then may order more.)
Many areas are already well-developed
Many excellant materials are already available through the Girl Scouts
Small Camp--Spend more time in discussion than reading and studying
Too basic for our specific camp needs
Staff hasn't enough time to follow outlined tasks
"Our Board of Directors has decided not to emphasize use of camp facility for the physically handicapped--too much adaptation of the camp plant would be necessary and there are already camps specializing in handicapped campers so we need not duplicate services."

APPENDIX VI. CHART OF POTENTIAL USERS OF EACH MODULE

MODULE	No. OF POTENTIAL USERS	NUMBER ORDERED
Camp Counselor/Program Specialist	181	659
Orientation to Camping and the Camp	149	583
Knowing the Campers	183	668
Camp Program Planning and Leadership	176	641
Dealing with Camper Behavior	166	657
Evaluating the Camp Experience	159	504
Pre-Camp	142	475
On-the-Job Training	140	425
Camp Director Series	137	156
Orientation to Organized Camping	110	145
Knowing the Physically Disabled Camper	97	111
Comprehensive Planning for Camp Facilities and Operations	147	190
Maintaining Camp Facilities and Properties	144	131
Camp Communication and Public Relations	158	184
Guidelines for Camp Health and Safety	132	162
Managing Camp Business and Finance	137	134
Providing Camping Services for Physically Disabled Campers	106	82
Promoting Growth and Development of Camp Staff	167	171
Auxillary Staff Series	109	189
Camp Food Services Supervisor	130	97
Camp Maintenance Supervisor	122	97
Camp Nurse	122	81
Camp Secretary	93	66
Camp Management Series	102	203
Directory of Agencies Concerned with Camping for the Handicapped	78	81
Prototype Staff Manual	127	90
Educator-Trainer Series	97	65

APPENDIX VII. PERCENTAGE OF USERS FOR EACH MODULE

MODULE	Total N=226	Camp N=109	Univ. N=13	Other N=32	C&O N=44	Park N=4	U&P N=1	C&P N=1	U&C N=18
Camp Counselor/Program Specialist	80.1%	84.4%	69.2%	75.0%	77.3%	50.0%	0%	100%	83.3%
Orientation to Camping and the Camp	65.9%	71.6%	84.6%	56.2%	47.7%	50.0%	100%	80%	77.8%
Knowing the Campers	81.0%	95.4%	69.2%	65.6%	65.9%	50.0%	100%	80%	72.2%
Camp Program Planning and Leadership	77.9%	78.0%	92.3%	78.1%	72.7%	50.0%	100%	80%	83.3%
Dealing with Camper Behavior	73.5%	75.2%	69.2%	75.0%	68.2%	50.0%	0%	80%	83.3%
Evaluating the Camp Experience	70.4%	73.4%	84.6%	71.9%	63.6%	25.0%	0%	40%	66.7%
Pre-Camp	62.8%	65.1%	69.2%	62.5%	56.8%	25.0%	0%	40%	77.8%
On-the-Job-Training	61.9%	65.1%	61.5%	62.5%	50.0%	50.0%	0%	60%	77.8%
Camp Director Series	60.6%	67.9%	61.5%	46.9%	61.4%	25.0%	0%	60%	50.0%
Orientation to Organized Camping	48.7%	49.5%	69.2%	50.0%	29,5%	50.0%	0%	60%	72.2%
Knowing the Physically Disabled Camper	42.9%	44.0%	38.5%	59.4%	25.0%	50.0%	0%	0%	66.7%
Comprehensive Planning for Camp Facilities and Operations	65.0%	67.9%	61.5%	65.6%	59.1%	50.0%	0%	40%	77.8%
Maintaining Camp Facilities and Properties	63.7%	70.1%	61.5%	53.1%	59.1%	50.0%	0%	40%	66.7%
Camp Communications & Public Relations	69.9%	74.3%	61.5%	71.9%	61.4%	50.0%	0%	80%	72.2%
Guidelines for Camp Health & Safety	58.4%	63.3%	61.5%	53.1%	47.7%	50.0%	0%	80%	61.1%
Managing Camp Business & Finance	60.0%	69.7%	61.5%	53.1%	45.5%	50.0%	0%	20%	72.2%
Providing Camping Services for Physically Disabled Campers	46.9%	50.4%	38.5%	62.5%	34.1%	25.0%	0%	20%	50.0%
Promoting Growth & Development of Camp Staff	73.9%	75.2%	69.2%	71.9%	72.9%	50.0%	0%	80%	83.3%
Auxiliary Staff Series	48.2%	54.1%	38.5%	40.6%	47.7%	25.0%	0%	20%	50.0%
Camp Food Services Supervisor	57.5%	65.1%	46.2%	50.0%	52.3%	50.0%	0%	40%	55.6%
Camp Maintenance Supervisor	54.0%	64.2%	46.2%	50.0%	43.2%	25.0%	0%	40%	44.4%
Camp Nurse	54.0%	58.7%	38.5%	56.2%	50.0%	25.0%	0%	40%	55.6%
Camp Secretary	41.2%	51.4%	38.5%	31.2%	29.2%	25.0%	0%	40%	38.9%

APPENDIX VII. PERCENTAGE OF USERS FOR EACH MODULE (CONTINUED)

MODULE	Total N=226	Camp N=109	Univ. N=13	Other N=32	C&O N=44	Park N=4	U&P N=1	C&P N=1	U&C N=18
Camp Management Series	45.1%	48.6%	53.8%	34.4%	43.2%	50.0%	0%	20%	50.0%
Directory of Agencies Concerned with Camping for the Handicapped	34.5%	33.9%	53.8%	25.0%	27.3%	75.0%	0%	60%	44.4%
Prototype Staff Manual	56.2%	56.0%	61.5%	56.3%	54.5%	50.0%	100%	60%	55.6%
Educational-Trainer Series	42.9%	42.2%	61.5%	31.2%	34.1%	50.0%	100%	40%	55.6%

APPENDIX N

ROLE OF THE SPECIAL EDUCATOR IN RESIDENTIAL CAMPS SERVING THE PHYSICALLY HANDICAPPED

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RATIONALE FOR STUDY

More and more emphasis in our society is being placed on camping with more than 20,000 organized camps serving nearly six million children in the United States (12). In 1900 there were only three camps serving disabled children (16). By 1944 the number of camps for the disabled had increased to 56 (16). The years 1946 to 1948 saw a 63 percent increase as the number of camps for the disabled rose to 90 (16). The Easter Seal Directory of Resident Camps for Persons with Special Health Needs lists a total of 225 camps operating in 1975 (14), a 200 percent increase in the past two decades.

An estimated 10 percent of our nation's 10 million disabled children are today being provided camping experiences (16). There is additional recognition that the camp setting has a unique contribution to make to the education of disabled children. Education is now the business of camping (7). This increased emphasis is creating a most difficult problem for camp owners and directors, that of adequate and competent staffing (11, 12).

In the spring of 1972, the Bureau of Education for the Handicapped and San Jose State University sponsored a national conference, the Asilomar Conference, to investigate camping services for the disabled. The conference participants, 50 representatives of camping organizations from across the United States, concluded that there was a lack of adequate training programs and materials and a lack of knowledge concerning the competencies required by camp staff to adequately perform their duties (9). Since the Asilomar Conference there has been very little research or investigations done in the training and competency identification relating to camping.

Currently research is being done at the University of Kentucky in the area of training staff personnel in camps serving the disabled. Project REACH, a project to develop resources for the expansion and advancement of camping for the handicapped, has revealed that, despite the recent increase in camping services and recognition of the educational aspects of the camping experience, the primary reason for inadequate camping services is a lack of trained personnel who can work effectively with the disabled in camp settings (2).

The Congress of the United States recognized the relationship between education and recreation when it passed P.L. 94-142, "The Education for all Handicapped Children Act of 1975." Recreation is identified as a "related service" in the educational process of the disabled child. Camps serving the disabled could prove an excellent setting to meet these educational needs, and special educators serving as camp staff members could provide the services and accountability needed to meet the legislative requirements.

Special educators have formal training for working with the physically disabled (10, 15). Since their employment is often during the school year only, they are frequently in need of summer employment between school terms. Because camps are constantly seeking qualified staff and special educators possess specialized skills, it seems logical that special educators would make superior staff members.

Since little research has been done in this area, a study of the role of special educators in camps for the physically disabled is warranted.

STATEMENT OF THE PROBLEM

The purpose of this study is to determine the role of special educators as staff members in residential camp settings for the physically disabled. Additionally, the study will attempt to identify campetencies needed by special educators that relate to that role.

PROCEDURES

The Nominal Group Technique (NGT) will be used to determine the role and competencies of special educators in residential camps for the physically disabled. The technique entails the use of a panel following a strict format (5). The NGT was developed by Andre L. Delbecq and Andrew H. Van de Ven in 1968. It has gained extensive recognition as a research method in human services organizations such as health, social services, and education (5). Its use of silent generation of ideas, face-to-face discussion by panel members, and anonymous voting to determine problem solutions brings together the best of the Delphi Technique and interacting group processes (4,5,6).

For this study, the NGT panel will consist of eight members, four experts and four practitioners in the fields of camping and special education. The selection of experts will be based on meeting three of the following five criteria:

1. having written or published in the area of camping or special education;
2. conducted research in the field of camping or special education;
3. an instructor in advanced education in the respective field;
4. have been a full-time camp director or special education teacher for five or more years;
5. recommended by two or more key individuals or organizations (6).

Practitioners in camping are those individuals who have a minimum of two years full-time residential staff experience or a minimum of three seasons of experience (a season is considered to be a minimum of eight weeks of camping sessions). Special education practitioners are those teachers who have a minimum of two years of special education teaching experience with the last classroom experience within the past twelve months.

Those individuals meeting the selection criteria will be contacted by phone and asked to participate in the study. A letter further introducing the study, the technique to be used, the panel agenda, the reimbursement policy, and examples of role descriptions will be mailed to each panel member.

The NGT will be pilot tested using four University of Kentucky graduate students. This pilot will be used to modify the procedures that are listed below.

In the initial steps of the meeting, the investigator will introduce the panel members and state the purpose of meeting. A short discussion of the NGT will follow. Secondly the panel members will be required to silently write the role of the special educator in camps serving the disabled on an opaque plastic sheet provided for them. Each will be asked to underline the key words in their role description prior to all roles being simultaneously displayed using an overhead projector. Step three allows for discussion of these roles and the key words. Step four will be an anonymous preliminary vote on the key words. The fifth step allows for additional discussion on those remaining key words. Step six is the final vote which will determine the key words to be used in the role description (5). Each panel member will then be asked to silently write a role description using those key words and pass them in to the investigator. The group will be given a short break and the investigator will post a role summary where it can be seen by all when the meeting is continued.

At the conclusion of the break, the panel will be asked to determine the competencies needed by special educators that relate to that role. Again the step-by-step NGT procedures will be used to determine these competencies. First each panel member will be asked to silently and individually write down the critical competencies required of the special educator to fulfill the role. Secondly, the investigator will ask, in a clockwise manner, each individual to give one competency. Each competency will be written on a large flow chart clearly visible to all panel members. This round-robin recording of ideas will continue until all new ideas are recorded (5). Each individual has the privilege to "pass" on any given round, and to "re-enter" at any time (5). Steps three through six will be the same as those followed in determining the role of the special educator; that is, discussion, preliminary vote, additional discussion, and the final vote.

If it is determined by the panel that there is not a unique role for the special educator, the Nominal Group Technique will be used to determine those competencies possessed by a special educator enabling him/her to perform in existing staff positions. The investigator will have the role descriptions of the existing traditional staff position readily available if this were to occur.

After the Nominal Group meeting, a summary of the findings will be mailed to all members requesting a final review of the results. After the review, a final summary of the NGT will be written. The final results of this research will be a comprehensive definition of the role of special educators in camps for the physically disabled and a listing of the critical competencies related to that role.

ANALYSIS OF DATA

Data analysis will be of a statistically descriptive nature. The Nominal Group voting will use the mean to retain proposed ideas. On the post-meeting mailer, if any two individuals reject an item giving the same rejection criteria, the item will be omitted from the group's final results. Graphs depicting the group voting will also be included in the data analysis.

REFERENCES

1. "About the Campers." Module 2 of Project REACH, University of Kentucky, 1977.

2. "An Orientation to Camping and the Camp." Module 1 of Project REACH, University of Kentucky, 1977.

3. Campbell, William G., and Stephen V. Ballou. Form and Style: Theses, Reports, Term Papers. 4th ed. Boston: Houghton Mifflin Company, 1974.

4. Delbecq, Andre L., and Andrew H. Van de Ven. "A Group Process Model for Problem Identification and Program Planning," The Journal of Applied Behavior Science, 7:466-492, July/August, 1971.

5. Delbecq, Andre L., Andrew H. Van de Ven, and David H. Gustafson. Group Techniques for Program Planning: A Guide to Nominal Group and Delphi Processes. Glenview: Scott, Foresman and Company, 1975.

6. Farley, Elizabeth M. Hein. "The Identification of Competencies Needed by Counselors to Work Effectively in Camps for the Handicapped." Unpublished Doctoral dissertation, University of Kentucky, 1977.

7. Hormachea, Marion N., and Carroll Hormachea, ed. Recreation in Modern Society. Boston: Holbrook Press, Inc. 1975.

8. Mackie, Romaine P. "Spotlighting Advances in Special Education," Exceptional Children, 32:77-81, October, 1965.

9. Nesbitt, John A., and Curtis C. Hansen. "A Position Statement on Training in Camping, Outdoor and Environmental Recreation for Handicapped," Training Needs and Strategies in Camping for the Handicapped. Eugene, Oregon: University of Oregon Press, 1972.

10. Reynolds, Maynard C., and Sylvia W. Nosen. "Special Education: Past, Present, and Future," The Educational Forum, 40:551-562, May, 1975.

11. Shellenberger, Don. "Strong Staff: The Key Ingredient," Camping Magazine, 49:6-8 and 18, April, 1977.

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15. Trahms, Cristine H., and others. "The Special Educator's Role on the Health Service Team," Exceptional Children, 43:344-349, March, 1977.

16. Vinton, Dennis A., and others. Camping and Environmental Education for Handicapped Children and Youth. Unpublished book, 1977.

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List of Panel Members

		Flight arrival
Steve Brannan (Dr.) Professor of Education Program Director in Mental Retardation Department of Special Education School of Education Portland State University P. O. Box 751 Portland, Oregon 97207	phone: (503) 299-4632	9:20 p.m. Feb. 1
Mark Bucholtz (Mr.) Graduate Student in Special Education 3195 Yellowstone Parkway Lexington, Kentucky 40502		
Jerry D. Byrd (Mr.) Director Camp Daniel Boone Route 2 St. Charles, Missouri 63301	phone: (314) 441-0144	10:30 p.m. Feb. 1
Donald P. Cross (Dr.) Associate Professor Department of Special Education 232 Taylor Education Building University of Kentucky Lexington, Kentucky 40506	phone: (606) 272-2675	
Elizabeth M. Farley (Dr.) Principal Investigator Project REACH 405 Bradley Hall University of Kentucky Lexington, Kentucky 40506	phone: (606) 258-2772	
Stu Mace (Mr.) Kentucky Easter Seal Society P. O. Box 1170 Louisville, Kentucky 40201		
Gary M. Robb (Mr.) Director Camp Allen R. F. D. #5 Bedford, New Hampshire 23102	phone: (603) 622-8471	1:15 p.m. Feb. 2
Sherril Jo Stephan (Dr.) Associate Professor Recreation Department Eastern Kentucky University Richmond, Kentucky 40475	phone: (606) 622-2544	

Enclosure 2

Task to be Completed Prior to the Panel

You are required to: (1) review the reference term definitions and the roles of present staff positions, (2) develop what you consider to be the role of a special educator in a residential camp serving the physically disabled, and (3) bring this role to the panel meeting on February 2, 1978.

Key Reference Terms

Competency - Are those demonstrable knowledge, skills and behavior devised from conception of the special educators' role [4].

Essential Compentncy - Are those demonstrable and crucial knowledgeable skills and behaviors a special educator must possess in order to perform reasonably well and to succeed in any organized camp program operated for the physically handicapped [4].

Nominal Group Technique - A panel decision-making process that proceeds as follows: (1) silent generation of ideas in writing, (2) round-robin recording of short phrase ideas on a flip chart, (3) discussion of ideas for clarification after they have been recorded, and (4) individual voting on priority ideas with group decision being made mathematically [3].

Physical Disability - An observable condition of physical impairment that can usually be described by a physician [1].

Residential Camp - A sustained camping experience which provides a creative, recreational, and educational opportunity in group living in the out-of-doors in which campers live at one site two or more consecutive nights. It utilizes trained leadership and the resources of the natural surroundings to contribute to the camper's mental, physical, social, and spiritual growth. (American Camping Association definition)

Role - A composite of essential competencies performed by a worker as a function of a designated position [4].

Special Educator - One "concerned with the arrangement of education variables leading to the prevention, reduction, or elimination of those conditions that produce significant defects in the academic, communicative, locomotor, or adjustive functioning of children." [5]

Enclosure 3

REFERENCES CITED

1. "About the Campers." Module 2 of Project REACH, University of Kentucky, 1977.

2. "An Orientation to Camping and the Camp." Module 1 of Project REACH, University of Kentucky, 1977.

3. Delbecq, Andre L., Andrew H. Van de Ven, and David H. Gustafson. Group Techniques for Program Planning: A Guide to Nominal Group and Delphi Processes. Glenview: Scott, Foresman and Company, 1975.

4. Farley, Elizabeth M. Hein. "The Identification of Competencies Needed by Counselors to Work Effectively in Camps for the Handicapped." Unpublished Doctoral dissertation, University of Kentucky, 1977.

5. Smith, Robert M., and John T. Neisworth. The Exceptional Child: A Functional Approach. New York: McCraw-Hill Book Company, 1975.

Here are examples of roles and responsibilities of established camp staff positions which are found in Module I, pages 67-72 of Project REACH. Please read these carefully and use them as a guide to develop a role that would describe the unique contribution of a special educator in residential camps for the physically disabled.

Camp Director - The general administrative aim of a camp director is to develop, organize, manage, and supervise the personnel, physical, and fiscal resources of the camp in order to meet the objectives that have been specified. The camp director is also responsible for evaluating camp effectiveness.

Assistant Camp Director - As the title implies, the general aim of the assistant camp director is to assist the camp director in the day-to-day operations of the camp and to assume the responsibilities of the director when he or she is absent. In some camps the assistant director has the primary responsibility for supervising the functioning of support staff. In other camps, the assistant director may handle the direct supervision and coordination of program and support staff.

Program Director - The general aim of the program director is to supervise program and counseling staff and coordinate their work with the support staff. The program director is directly responsible to the camp director concerning all program and counseling matters. Specific responsibilities include developing the daily schedule of events, assisting in pre-camp planning and staff training, and evaluating program staff and operations.

Program Specialist - The general aim of a program specialist is to be responsible for all phases of operation pertaining to a particular program such as arts and crafts and waterfront activities so that safety and maximum utilization of program area is obtained. Responsibilities include: developing the program, ordering supplies, maintaining areas and equipment, instructing and supervising staff and campers, scheduling and coordinating activities and special events, preparing reports and inventories, and evaluating. The program specialist is directly responsible to the program director.

Unit Director - The general aim of a unit director is to supervise the operation of one to six cabin or tent groups. The unit director works under the direction of the program director. He or she assists counselors in planning their work and provides technical assistance and support in the unit programs. He or she is also responsible for all records and reports to be obtained from the counselors assigned to him/her.

Camp Counselor - The general aim of a camp counselor is to plan and supervise camping experiences for an assigned group of campers, under the direction and supervision of specified administrative or program staff, and to do related work as required such as maintain a pleasant, clean, and safe environment; be responsible for campers' personal needs, conduct, and safety; prepare reports and inventories; and work cooperatively with all camp staff to enhance the overall camping experience. The camp counselor is directly responsible to the unit director.

Camp Nurse - The general aim of the camp nurse is to provide health services essential to the camp operation. Acting under the standing orders of a doctor, the nurse performs remedial measures for illnesses and injuries. In addition, the nurse routinely inspects campers for signs of health deterioration, parasite infection, or disease. The nurse reports to the resident physician or the camp director, if there is no resident physician.

Maintenance Supervisor - The general aim of the maintenance supervisor is to provide general maintenance and repair services essential to the efficient and effective day to day camp operation. The maintenance supervisor is directly responsible to the camp director. He or she may have supervisory duties if assistants are on staff.

Food Service Supervisor - The general aim of a food service supervisor is to supervise and coordinate all activities of kitchen personnel and to handle the administration of food service such as ordering food supplies, evaluating meals, and planning work schedules. Except in the larger camps where administrative duties consume the full-time attention of the food service supervisor, he or she also participates in the preparation of meals. The food service supervisor is directly responsible to the camp director.

Business Manager - The general aim of the business manager is to handle all bookkeeping, accounts, transactions, and disbursements and supervise the business office. He or she reports directly to the camp director.

Camp Secretary - The general aim of the camp secretary is to provide secretarial services essential to the efficient and effective day-to-day business operations of the camp. He or she mans the office, handles the mail, types business and program manuscripts and reports, and if there is no business manager, handles the bookkeeping. The secretary is responsible to the business manager, or if lacking, to the camp director.

In the space provided, please write the role of the special educator in residential camps for the physically disabled.

It is essential that you bring this role to the panel meeting February 2, 1978. Thank you.

Enclosure 1

SUMMARY of NGT VOTING - for your reference

Based on formal education and experience of special educators, these are some of the contributions which may be made by the special educators in residential camps serving the physically disabled (in whatever position or role assigned).

Item #		Votes	Total
1.	Behavior management techniques	9,8,7,6,6,5,2	43
2.	Behavior identification	0	0
3.	Task analysis	8,5,4	17
4.	Link between school and camp	9,6,5,1	21
5.	Pre-camp and In-service training	9,6,6,4,3	28
6.	Pre- and post-assessment of learning	5,2,2,1	10
7.	Educational instruction: a.skill development in academic, daily living skills, b. behavior development	8,3,3,1,1	16
8.	Demonstrate and assist in other counselor's skills: (Model development)	9	9
9.	Legal implications	0	0
10.	Assist in development and implementation of camp objectives	1	1
11.	Reporting to parents/professionals	4,3,2	9
12.	Resource person/consultant	9,8,7,2	26
13.	Fit camp activities into I.E.P./Coordinate camp activities with total learning of the child	9,7,1	17
14.	Employ programming skills	6,5,3	14
15.	Assist in improvement of group interactions	1	1
16.	Use and function of adaptive equipment	8,7,7,3,2	27
17.	Goal setting	0	0
18.	Dealing with special problems @ care of prosthesis, transfer, lifting, feeding, transportation, and speech	8,8,7,6,5,4	36
19.	Counsel the counselors	3,2	5
20.	Record and use data for instructional purposes	9	9
21.	Knowledge of "Model" programs	0	0
22.	Evaluation of camper needs	4,4,2	10
23.	Liason between "special" camps and "regular" camps	8,6	14
24.	Supervise the implementation of programming	5	5
25.	Promote the camp as a viable educational experience (P.R. advocate of camp's learning experience)	7,6	13
26.	Grant writing	0	0
27.	Camper recruitment and screening	4,3	7
28.	Conduct follow-up	1	1

POSITION STATEMENTS

This enclosure presents the two position statements that were agreed upon by the panel as a result of the NGT discussion phase of "The role of the special educator as staff member in residential camp settings for the physcially disabled."

Your Action

1. READ the position statements
2. CHANGE the wording to improve clarity but not to change the content of the statement. Insert your change directly on text. If any two panel members suggest the same change, it will be made.
3. VOTE, check the appropriate box if you agree or disagree with the content of the position statements
4. If your vote is "disagree" support your disagreement of the content in the REMARK section.

	Agree	Disagree	Remarks
I. At this point, we do not see a unique position as a special educator on residential camps staffs serving the physically dicabled.	☐	☐	
II. The special problems and situations found in residential camps for the physically disabled often calls for the particular qualifications of persons trained and experienced in serving the physically disabled. These may include the special educators, therapeutic recreation specialists, medical, and paramedical personnel. This may necessitate the creation of new staff roles/positions.	☐	☐	

NGT Problem/Priority Ranking

Enclosure 3

This enclosure presents the NGT problem statement addressed by the panel and the priority ranking of the top 15 items.

Directions

Your actions regarding the NGT Problem Statement are: 1. READ the problem statement; 2. CHANGE the wording to improve clarity, but not to change its content. If any two independent panel members suggest the same change, the change will be made. Make remarks directly on the text.

NGT PROBLEM STATEMENT

Based on formal education and experience of special educators, these are some of the contributions which may be made by the special educators in residential camps serving the physically disabled (in whatever position or role assigned).

Directions

Concerning the priority ranking of the top 15 items, you are directed:
1. to REVIEW the items, priority ranking, and the voting. 2. Then, if you feel the ranking does not reflect your priorities, RANK them again using the space provided to the left in the rank order column (Note: 1. should be for the highest priority, 2. for the second, etc.). 3. If you feel the priority ranking is correct, CHECK the statement listed at the end of the items. 4. Finally, if you feel the items are not clear, REPHRASE/EDIT them to make them clearer, consistant, and more consise.

Rank Order	Priority Rank from vote	Item	Vote	Total
	1.	1. Behavior management techniques	9,8,7,6,6,5,2	43
	2.	18. Dealing with special problems @ care of prosthesis, transfer, lifting, feeding, transportation, and speech	8,8,7,6,5,4	36
	3.	5. Pre-camp and In-service training	9,6,6,4,3	28
	4.	16. Use and function of adaptive equipment	8,7,7,3,2	27
	5.	12. Resource person/consultant	9,8,7,2	26
	6.	4. Link between school and camp	9,6,5,1	21
	7.	3. Task analysis	8,5,4	17
	7.	13. Fit camp activities into I.E.P./Coordinate camp activities with total learning of the child	9,7,1	17
	9.	7. Educational instruction: a. skill development in academic, daily living skills, b. behavior development	8,3,3,1,1	16
	10.	14. Employ programming skills	6,5,3	14
	10.	23. Liason between "special" camps and "regular" camps	8,6	14
	12.	25. Promote the camp as a viable educational experience (P.R. advocate of camp's learning	7,6,	13

Rank Order	Priority Rank from vote	Item	Vote	Total
	13.	6. Pre- and post-assessment of learning	5,2,2,1	10
	13.	22. Evaluation of camper needs	4,4,2	10
	15.	8. Demonstrate and assist in other counselor's skills: (Model development)	9	9
	15.	11. Reporting to parents/professionals	4,3,2	9
	15.	20. Record and use data for intructional purposes	9	9

☐ I feel no change is needed in the rank order

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QUESTIONS

Please read the 3 questions and make your responses in the space provided.

I. What were the three (3) things you liked best about the NGT procedure?

1. ______________________________

2. ______________________________

3. ______________________________

II. What three things did you like the least about the NGT procedure?

1. ______________________________

2. ______________________________

3. ______________________________

III. Did you feel it rewarding to have the opportunity to change the rank order of the items generated by the panel after you had returned home (whether or not you changed your rank order or not.)

Yes ☐ No ☐ Any additional remarks ______________________________

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Please return Enclosures 2. 3, and 4 in the self-addressed, pre-stamped envelop and mail by February 27, 1978.

Thank you for your cooperation.

Summary of Results of the NGT Panel Follow-Up Mailer

After the panel met on February 2, 1978 the investigator compiled a follow-up mailer and sent it to each panel participant. The follow-up mailer presented the results of the Nominal Group meeting and provided each panel member an opportunity to reconsider his/her opinion. If any two panel members made the same independent change to the panel summary, then that change would be included in the final results.

All eight panel members responded to the follow-up mailer. The following is a summary of the results. It will be helpful to refer to the follow-up mailer as these results are presented. The first responses are to the position statements found on enclosure 2. All eight panel members check the box "agree" for position statement one and two. Position statement one was corrected to read:

> At this point, we do not see a unique position as a special educator on residential camp staffs serving the physically disabled.

Position statement two of enclosure two was changed to delete the word "the" from the second sentence. The statement now reads:

> The special problems and situations in residential camps for the physically disabled often call for the particular qualifications of persons trained and experienced in serving the physically disabled. These may include special educators, therapeutic recreation specialists, medical, and paramedical personnel. This may necessitate the creation of new staff roles/positions.

Referring to enclosure three, the NGT Problem Statement was not changed. It remains:

> Based on formal education and experience of special educators, these are some of the contributions which may be made by the special educators in residential camps serving the physically disabled (in whatever position or role assigned).

The wording of the NGT items was changed by only two of the panel members and neither of these suggested changes was the same. Therefore, the wording of the individual items remains the same as in the follow-up mailer.

Four of the eight panel members re-ranked the order of the 15 items generated using the Nominal Group Technique. Two felt item seven (Fit camp activities into I.E.P.), should be ranked number one. Two members felt item six should be number three. Three individuals indicated that item fifteen, (Reporting to parents/professionals) should rank twelfth. Four panel members checked the box indicating no change in rank order.

Responding to the question of enclosure 4 about what three things were best liked about the NGT procedure, all individuals reacted. Their responses are presented below.

Things liked Best about the NGT Procedure

# of responses	Things liked best
||	Clarity of purpose/task
𝍸|	Encourages individual opinion/any opinion/equal input
|	Small group/ease of input/clarification
|||	Orderly--procedurally it is manageable
|	Allows for "pass" when no input is ready
|	Decision reached quickly
|	Does not encourage a person being defensive about response
|	Generated discussion/interaction of each group member
|	Generated a list of topics
|	Flexibility
|	Objectivity

The following lists the responses to the question of what three things did they like least about the NGT procedure.

# of responses	Things least liked
III	The strict time element placed on each segment of the meeting
II	Assumed too much, objectives must be clearer and assumptions accounted for prior to its use
I	Difficult to change procedures to fit different set of assumptions
I	Awkward to handle
I	Lack of discussion to clarigy thoughts and feelings
I	Forced to prioritize items that, by being submitted, reflect a high priority
I	One step to generate ideas then another to explain--could be done together
I	need to find a quicker way to record the ideas onto paper
I	No way to organize thoughts of everyone into equal levels and phrasing.
I	Time consuming
I	Ranking system interesting, but not satisfying

Six subjects responded "yes" and two "no" to the qeustion:

> Did you feel it rewarding to have the opportunity to change the rank order of the items generated by the panel after you had returned home (whether or not you changed your rank order or not)?

Four of the "yes" voters made the following comments. "With the widely differing philosophies of the group members, it was nice to have your final opinion heard." A second commented stated, "Provides time to clear thoughts and reorganize ideas." Another felt the opportunity to change the rank order rewarding because:

> "Even though I did not change rank order, it gave me an opportunity to look at the composite group response and critically evaluate the results. It also gave me an opportunity to rethink my own responses and seeing this listed in a different order made me consider factors that I had not previously thought of during the meeting."

The fourth remark said:

> "For example, item #18 which received the second highest priority ranking reflects an area of expertise that the majority (in terms of my knowledge regarding training practices for special educators) of special educators are unable to demonstrate because they have not received training in this area."

There were no additional remarks made by those who checked the "no" box.

APPENDIX O

PLANNING CONFERENCE ON CAMPING AND ENVIRONMENTAL EDUCATION FOR THE HANDICAPPED

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PLANNING CONFERENCE ON CAMPING AND ENVIRONMENTAL EDUCATION FOR THE HANDICAPPED

Sponsored by

University of Kentucky

in conjunction with

Research Projects Branch, Bureau of Education
for the Handicapped, USOE/DHEW

AGENDA

Monday, September 19

After 1:00 p.m. -- Check in at Skyline Inn, 10 I Street, S.W.

8:00 p.m. -- Reception for participants and guests at Skyline Inn (check at desk for suite number)

Tuesday, September 20

Until 8:30 a.m. -- Breakfast on your own

8:30 a.m. -- Leave hotel for meeting with Rep. Carl Perkins

9:00 a.m. -- Meet with Rep. Perkins in the Rayburn Building, room 2365

10:00 a.m. -- Return to Skyline Inn - coffee break

10:30 a.m. -- Conference work session

12:30 p.m. -- Luncheon for conference participants

1:30 p.m. -- Conference wrap-up

3:00 p.m. -- Adjournment

CONFERENCE GOALS AND OBJECTIVES

The primary purpose of the Conference is to bring together key personnel representing national organizations, professional associations, federal agencies, and the private sector for the purpose of exploring ways and means of identifying and developing resources to expand and advance camping and environmental education for the handicapped. A specific focus of the Conference will be a preliminary proposal prepared by the University of Kentucky to prepare a comprehensive and detailed master plan for a model camping and environmental education center for the handicapped.

Specific objectives of the Conference will include the following:

- To review and discuss the extent to which camping and environmental education for the handicapped are needed in the United States
- To explore the extent to which facilities, such as those being proposed by the University of Kentucky, might contribute to meeting the needs of the handicapped
- To explore ways in which various national and state organizations, federal and state agencies, and the private sector might become involved in the planning and implementation of projects such as the one being proposed by the University of Kentucky
- To make recommendations for further action

All discussions and presentations, plus the recommendations of the Conferees, will constitute a Conference final report. A draft of the report will be prepared by the University of Kentucky, submitted to Conferees for review, and submitted to the Research Projects Branch, Bureau of Education for the Handicapped, USOE/DHEW. Copies of the approved report will be distributed to Conferees and made generally available on a limited basis.

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CONFERENCE PARTICIPANTS

MELVILLE APPELL
Education Program Specialist
Research Projects Branch
Bureau of Education for the Handicapped

ARMAND BALL
Executive Director
American Camping Association
Martinsville, Indiana

EDWARD BLACKHURST
Chairman of the Department of Special Education
University of Kentucky
Lexington, Kentucky

JERRY BYRD
Chairman, Easter Seal Society's National Camping/Recreation Advisory Committee
Camp Daniel Boone - Route 2
St. Charles, Missouri

RAY CISZEK
Associate Executive Secretary
American Alliance for Health, Physical Education, and Recreation
Washington, D.C.

TILFORD CREEL
Assistant Director, Civil Works
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LEON GARRETT
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DONALD HAWKINS
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Leisure Information Service
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WILLIAM HILLMAN
Coordinator of Programs in Physical Education
and Recreation
Division of Personnel Preparation
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USOE/DHEW

HARRY HOMAN
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WESLEY LEACH
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WILLIAM TURNER
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Volga, Kentucky

DENNIS VINTON
Director, Project REACH
University of Kentucky
Lexington, Kentucky

FRED WEINTRAUB
Assistant Director for Government Relations
Council for Exceptional Children
Reston, Virginia

POSSIBLE ITEMS FOR DISCUSSION

1) Presently, the Bureau of Education for the Handicapped is one of the very few Federal agencies supporting projects such as the camping and environmental education center for the handicapped being proposed by the University of Kentucky. There is need for support for such projects from other Federal agencies.

2) The Bureau of Education for the Handicapped is to be commended for its support of physical education and recreation for the handicapped. However, present levels of funding are insufficient to meet existing and future needs and necessary steps should be taken to increase and ear mark funds for these programs.

3) Provisions should be made to ensure that camping, outdoor recreation, and environmental education experiences are included in plans designed to implement P.L. 94-142 - The Education for All Handicapped Children Act of 1975.

4) There may be a need for special legislation to ensure support for programs in camping, outdoor recreation and environmental education for the handicapped.

Preliminary Proposal to Develop a Comprehensive Master Plan for a Model Camping and Environmental Education Center for the Handicapped

This preliminary proposal to develop a comprehensive master plan for a model camping and environmental education center for the handicapped has been prepared cooperatively by the University of Kentucky and Eastern Recreation - Education Systems, Inc., a non-profit corporation devoted to providing and expanding recreation and education opportunities for handicapped children and youth in Kentucky and surrounding states.

The proposed master plan will be designed to meet the following major objectives:

1. To provide comprehensive facilities and resources for camping, recreational, and educational programs and activities for handicapped children in an outdoor environment.
2. To provide laboratory experiences for college and university students majoring in therapeutic recreation, special education, and related disciplines.
3. To provide a national demonstration and training conference center for personnel engaged in providing camping and environmental education services and programs for handicapped children.
4. To provide a laboratory for experimental and applied research to provide much needed data on the effects and benefits of camping and environmental education experiences for handicapped children.

Background and Need

According to available statistics, it is estimated that between 10 and 12 percent of the nation's total population suffers from some kind of handicapping condition. Of this 10 to 12 percent, there are approximately eight to ten million disabled children in the United States. Historically, those who are handicapped have been denied the same level of opportunity and service as has been provided the majority of our population that is non-handicapped. During recent years, there has been a growing recognition among the general public that the handicapped are entitled to equal opportunity. This awareness has been translated into a number of Federal and State laws which are intended to assure that the rights of the handicapped are protected.

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One of the most recent and significant laws to be enacted is the Education for all Handicapped Children Act of 1975 (P.L. 94-142) the purpose of which is to guarantee that all handicapped children have available to them a free appropriate public education and related services designed to meet their unique needs; to assure that the rights of the handicapped and their parents or guardians are protected; to assist States and localities to provide for the education of all handicapped children, and to assess and assure the effectiveness of efforts to educate handicapped children.

P.L. 94-142 describes related services as including transportation and such developmental, corrective, and other supportive services as are required to assist a handicapped child to benefit from a special education. Recreation and leisure education are specifically mentioned as being included in related services. The Act further provides that non-academic and extra-curriculum services and activities be provided and should include athletics, health services, recreational activities, special interest groups, and clubs. The facility being proposed will be designed to meet these requirements.

Rationale and Related Activities

In recent years, there has been a growing recognition of the educational and therapeutic value of camping experiences for handicapped children. With this growing recognition has come a marked increase in the number and type of camping programs which include the handicapped. Today, a myriad of public, private, and voluntary organizations sponsor day camps, short-term and long-term residential camps, primitive camps, survival camps, school camps, and family camps for the handicapped. Both segregated and integrated approaches to camping are available. Some camps are operated year-round, while others run only in the summer. However, the two most prevalent types of camps for the handicapped are the traditional summertime, one- or two-week, segregated residential camp and the day camp. Most of the individuals served by these two types of camps are physically handicapped children.

Despite the recent increase in services, many of the nation's eight million handicapped children still are not being served by any type of camping program. Of equal concern is the questionable quality and effectiveness of many of the existing camp programs. A primary reason for the inadequate provision of camping services to the handicapped is the lack of trained personnel who can work effectively with the handicapped in a camp setting. Until recently, camping for the handicapped has not had a scientific base of knowledge from which to grow. Consequently, most camp practices have not been designed to meet specific goals and objectives - they have simply evolved through trial and error. This is particularly true of methods and materials used to train camp personnel.

On June 1, 1976, the University of Kentucky was awarded a grant by the Bureau of Education for the Handicapped, USOE. The primary purpose of the three year project is to maximize the learning potential of camping experiences for the physically handicapped. Specifically, this study is focusing research efforts on developing utilization modules and programs to enable personnel to work in camps serving the physically disabled. The materials developed will consist of competency-based (CBI) modular, transportable program packages which can be used for pre-service, pre-camp, and in-service training. These materials will be designed to train aides, counselors, program specialists, service and medical personnel, and administrators and supervisors in day, residential, and school camp programs which include physically disabled campers. Consideration will be given to campers who are blind or partially sighted, deaf or hard of hearing, crippled or other health impaired, as well as multiply physically handicapped and severely physically disabled. Both integrated and non-integrated camping approaches will be reflected in the materials.

It is expected that many agencies and schools which sponsor camping programs for the physically handicapped, as well as many individual camp administrators and college instructors, will be motivated to use the competency-based programs and materials developed by the project because of their general application, ease of adaptation, and built-in accountability. However, the primary benefit of the training packages is that using these materials will provide camp personnel with the competencies needed to conduct camp programs of optimal effectiveness. As a direct result of such training, the quality of camping experiences for physically handicapped children will be improved.

It is anticipated that the model facility described in this preliminary proposal will serve as a national demonstration and training center for implementing the training programs and materials presently being developed.

Clients to be Served

The facility being proposed will be designed to serve several client and population groups. These include: (1) those individuals with handicapping conditions residing in Kentucky and surrounding states; (2) professional and para-professional personnel who will receive job training in provision of camping and environmental education services to the handicapped; and (3) college and university students majoring in therapeutic recreation, special education, and related disciplines who will receive clinical and practicum experiences in conjunction with their professional preparation programs.

Priority will be given to providing direct program services (camping, outdoor recreation, and environmental education) to handicapped children and youth. Handicapped children includes those who have been diagnosed as being mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired (limited strength, vitality, or alertness due to chronic or acute health problems), or as having specific learning disabilities, who, because of those impairments need special education and related services such as physical therapy, recreation, physical education, etc...(Federal Register, Thursday, December 30, 1976, p. 56977).

With regard to the training function of the proposed facility, it is anticipated that in-service and short term training courses will be provided for professional and paraprofessional personnel in outdoor and environmental education, special education, camping, therapeutic recreation, and related fields. These personnel would include teachers, camp staff (directors, counselors, program specialists, and auxiliary staff), recreation therapists, occupational therapists, etc. Job training will cover a broad spectrum from the "entry level" of aide-technician to the highest level of management and administration.

With regard to clinical and practicum experiences for college and university students, it is anticipated that a structured program with supervision by qualified faculty will be established. Experts in higher education are becoming increasingly aware of the importance of practical, field based experiences as an integral part of the student's education and total preparation. Such a program would provide credit toward the student's degree.

Approach

In developing the master plan for this model facility, a multi-disciplinary team of nationally recognized experts in a variety of professional disciplines will be formed. The professional fields to be represented will include education (special, environmental, and leisure), therapeutic and outdoor recreation, camping, landscape architecture, architecture, environmental design, rehabilitation, and others. Also included in the plan development will be representatives of governmental agencies (federal, state, and local) and organizations concerned with camping and environmental education for the handicapped.

In carrying out the work of the proposed project, a management by objective approach will be used. The four major objectives as stated in this preliminary proposal will be broken down into sub-objectives and detailed work tasks required to meet each sub-objective will be identified and described. A PERT chart depicting each major task in a time line sequence will then be prepared. Among major tasks to be undertaken and carried out will be:

1. Develop a conceptual framework and position statement describing the purpose of immediate and long range goals and objectives for development and operation of the facility.

2. Identify and analyze potential client groups and cooperating organizations.

3. Conduct a needs assessment of the clientele represented by the potential user population.

4. Develop a comprehensive program plan based on identified needs which will be designed to achieve specific objectives.

5. Prepare a comprehensive site development plan including the location for proposed activities, design specifications for building and structures, time schedule for the construction of facilities, etc.

6. Conduct a cost analysis study to determine the proposed cost of site development, construction, and operations.

7. Identify potential sources of income and funding.

8. Prepare a detailed plan for implementing site development and program operations.

It is felt that the development of facilities such as those being proposed are highly compatible with the dam project and will, in fact, enhance the overall impact and utility of the project by utilizing the water resources resulting from the impoundment for purposes which are generally recognized as being of high priority and need. In addition to adjoining the proposed reservoir, the site lies adjacent to a tract of land being considered for development as a State Park. Therefore, the potential for optimum utilization of resources is greatly enhanced.

The proposed site lies in the center of a large service area consisting of a portion of eastern Kentucky and portions of southern West Virginia, western Virginia, and northeastern Tennessee. It is served by the Appalacian Highway ststem, the Mountain Parkway, and the C & O Railroad. Plans are now being prepared to construct a regional airport approximately 18 miles from the property. There are practically no recreational facilities in this entire region that are especially designed to serve the physically and mentally handicapped.

The proposed site is well suited for the development of both "passive" and "active" recreational and educational facilities. The site includes a variety of topographical and geographical features ranging from level to rolling to wooded areas suited for all types of development. Located on the site is a beautiful branch and a water fall source 60 to 80 feet high. It has soil, plant and animal life which are all vital to this type of development. There are also several cliffs and caves. (There was once an Indian Camp on this property.) Most of the land is seeded in permanent grasses and the remainder is covered with all types of wooded areas. All of the adjacent areas are planned for open space uses.

UNIVERSITY OF KENTUCKY
LEXINGTON, KENTUCKY 40506

COLLEGE OF EDUCATION
DEPARTMENT OF HEALTH, PHYSICAL EDUCATION
AND RECREATION
SEATON BUILDING

AREA CODE: 606
TEL.: 257-2830

September 16, 1977

Hon. Carl D. Perkins
2365 Rayburn Building
Washington, DC

Dear Mr. Perkins:

Enclosed is a packet of materials for our conference to consider the proposal we are preparing to plan and construct a center for camping and environmental education for the handicapped in conjunction with the Paintsville Lake Dam project.

I anticipate that there will be 10 to 14 persons in our party for the scheduled meeting in your office at 9:00 a.m. on Tuesday, September 20. Attached to this letter you will find a brief summary of events that have led up to this meeting and important points that might be considered and discussed during our meeting with you.

Your interest in and support of this most important project is greatly appreciated.

Sincerely,

Dennis A. Vinton

Dennis A. Vinton
Assistant Professor

DAV/bw

cc: Mr. Bill Turner

Enclosures

750

United States Department of the Interior

NATIONAL PARK SERVICE
WASHINGTON, D.C. 20240

OFFICE OF THE DIRECTOR

OCT 4 1977

Mr. Dennis A. Vinton
Project Director
Project Reach
University of Kentucky
405 Bradley Hall
Lexington, Kentucky 40506

Dear Dennis:

Thanks for giving us an opportunity to pass on the enclosed staff commentary on the Preliminary Proposal introduced at the Conference held in Washington, D.C., September 19-20, 1977. I hope that this response is in keeping with Bill Turner's plea for a timely response Do keep us up-to-date on the progress of Project Reach. Feel free to contact me or my Special Assistant, Ms. Susan Crites, at any time you think we can be of assistance or support in your efforts.

Sincerely yours,

Ira J. Hutchison
Deputy Director

Enclosure

Commentary

Preliminary Proposal to Develop a Comprehensive Master Plan for a Model Camping and Environmental Education Center for the Handicapped

Too much emphasis can be placed on national statistics and needs when ongoing support and participation will depend, to a large extent, on the surrounding geographic area if and when the Federal funds taper off.

Additionally, the input of sociologists would be helpful in understanding the use patterns of Appalachians for facilities and programs of this type. There is a need to know whether or not the "mind set" of Appalachians with handicapping conditions is significantly different than the "mind set" of their urban counterpart.

Background and Need

More specific and quantitative information about the probable consumer population in the surrounding geographic area is essential. This population information may serve to further define the nature and scope of services to be provided. The nature and scope of existing services is certainly essential information. Contact should be made with service providers in the surrounding areas as a first step in the aggregation of this data. Contacts should include, but not be restricted to, the following:

1. West Virginia, Ohio and Kentucky Departments of
    Mental Health
    Vocational Rehabilitation
    Natural Resources (Parks/Recreation);

2. Community Mental Health Region Offices;

3. National Association of Social Workers - local chapters;

4. Recreation and Park State Associations;

5. American Camping Association State Sections; and

6. College or University Departments of
    Social Work
    Psychology
    Health, Physical Education, and Recreation
    Education.

Rationale and Related Activities

There are a number of camps serving selected portions of the handicapped population in the immediate geographic area. There are at least four resident camps serving handicapped youth in West Virginig. There are a large number of short term day and resident camps sponsored by the West Virginia State Department of Mental Health for use by patients. The trial and error strengths/weaknesses of their program and staff patterns might offer insights on the types of training, program and research which might best serve the needs of the surrounding geographic area. While the concept of a national demonstration and training center appears within the realm of possibility, it is the surrounding geographic area which will provide ongoing support for the center and lessen the need for dependence on Federal funds.

Approach

1. The multidisciplinary team of nationally recognized experts should be augmented by locally recognized experts and leaders in the field of direct service to the handicapped in an effort to raise the visability of the project and broaden its support base.

2. The statement that "there are practically no recreational facilities in this entire region that are especially designed to serve the physically and mentally handicapped" may not be entirely accurate. The central issue may be that existing facilities are inadequate, improperly designed, or largely inaccessible.

AMERICAN CAMPING ASSOCIATION
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September 23, 1977

Mr. Dennis A. Vinton
405 Bradley Hall
University of Kentucky
Lexington, KY 40506

Dear Dennis:

Tuesday's meeting was a stimulating time for me and I hope it was not too frustrating for you. It is always difficult to get under way as one tries to put a dream on paper.

I'm enclosing a copy of the preliminary proposal marked with my questions and comments as you requested. I am assuming that speed in getting it to you will outweigh the handwriting and cryptic notes.

However, there did seem to me to be several points that were emphasized several times in the meeting:

1. It would seem more appropriate in this stage of development to talk about a model plan without reference to facility or location. The needs and problem should dictate the type of facility and location. (I am sure this is not easy and somewhat of a political program for you since so much of the Kentucky support is dependent upon the site. However, once the need and program are documented, the proposed site may be the one.)

2. Emphasis needs to be placed upon the aspects of training and applied research in a demonstration site. Direct service is certainly important and necessary to the project, but perhaps not a unique point.

3. The service population should be broad but should include all age groups, particularly since the primary focus is the handicapped who often are beyond "children." Consideration to the utilization of the program work with families with handicapped children should be considered. Throughout there should be emphasis on demonstration of integrated experience utilizing handicapped and non-handicapped participants.

"Camping On Parade" 1978 NATIONAL CONVENTION, February 28-March 3
Disneyland Hotel in the Magic Kingdom, Anaheim, California

4. The proposal should emphasize the recreational and educational components evenly. With the strain that educational systems are undergoing today to provide basic education, the extras in many cases may be a long time in coming. Therefore, it is vital that emphasis be placed upon educational utilization of the model. This is an actual with particular emphasis on the environmental sciences, mathematics, and social sciences.

Please know that the American Camping Association continues to be interested in the project and will help in any way that is feasible. Obviously our staff time is limited and we will have evaluate our participation each time as we go along.

Best of luck to you and Betsy. If I can help further, let me know.

Sincerely,

Armand B. Ball
Executive Vice President

ab:meh

Easter Seal Society For Crippled Children & Adults of Missouri

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October 6, 1977

Dr. Dennis Vinton
Project REACH
University of Kentucky
405 Bradley Hall
Lexington, Kentucky 40506

Dear Denny:

It was good to see you and Betsy and the people from UK in Washington last week for the Conference regarding the Eastern Kentucky site and its possible use as a training/research/demonstration center for camping/outdoor education for the handicapped. I was glad to be able to represent National Easter Seal Society in this meeting.

Denny, I think you and Bill Turner got most of my reactions and thoughts on tape at the meeting, but at your request I will summarize them briefly and informally for your use. Please understnad that this is not a formally present position, but merely thoughts following the meeting.

(1) I would guess that there is very likely a significant need for a training center for use in training persons to work in camping/ outdoor education for handicapped persons. Such a center could be very valuable in developing and testing methods and materials in training personnel, etc. It could be available to national organizations involved in this type of service in a number of ways--for conferences and meetings, to send individuals for training, etc.

HOWEVER, in order to justify the establishment of a training center, it would be necessary to know from the full range of organizations involved in services to the handicapped in this areas (camping/ recreation/outdoor education) what their potential use would be. Many organizations have their own training and supervision program, and might be reluctant to use an "outside" source of training; perhaps some would feel that the training would be too generalized, etc. Som organization would be interested, but not have the funding for sendin person for training, etc.

It would be vital to have solid projections from the national health organizations concerning the interest, willingness to explore and support, and probability of use in the field of training their personnel at such a center, before investment in such a center would be justified.

The St. Louis Society for Crippled Children, Inc.

AFFILIATED WITH THE NATIONAL EASTER SEAL SOCIETY FOR CRIPPLED CHILDREN AND ADULTS, INC.

(2) Research in camping is sorely needed in this day of increased accountibility. A center that could sponsor and conduct ongoing research would be a valuable tool to the entire field.

HOWEVER, such research would call for the cooperation of the organizations mentioned above, as well as the cooperation of other centers of learning.

It would be necessary to learn what other universities, organizations, and related groups would be willing to commit time and money to ongoing applied research in camping/outdoor education for the handicapped, before investment in such a center would be justified.

(3) Laboratory experiences for college and university students preparing for careers in related fields would no doubt be valuable to students of the schools participating.

HOWEVER, I see no evidence gathered yet which would indicate that schools in the surrounding area would actually participate by recognizing and participating in such training activities. It would be necessary to get some rather solid commitments from several schools to know that the laboratory experience would be used by a large number of students, before investment in such a center would be justified.

(4) Direct service in camping and outdoor education to a large number of physically handicapped persons in always a commendable goal, and I doubt that there is any large area in the United States that is being adequately served in this way at this time.

HOWEVER, knowing that the nation is full of physically handicapped persons needing services, and being assured that there are realistic means of delivery of services, are two entirely different things.

To carry out any of the four activities described above necessitates a certain number of AVAILABLE clients. Such clientele would include individuals, families of handicapped persons, a range of social agencies to refer and process clients to the center, and a network of operating school districts who have the interest and the resources to participate in school camping. Most districts in this country still have a distant interest in school camping, or have the interest but not the resources.

It would be necessary to have a solid list of potential clients in all areas before investment in such a center would be justified.

(5) Of course the location of any such center could be a critical factor in collecting the necessary resources of clients, staff, students, etc., mentioned above. Perhaps all these things would be found in one part of our nation, but not in another. This is my reason for asking early on in the day whether or not the interest of Mr. Turner, Mr. Perkins, and the University were solely and exclusively dependent on the location of the facility on the land mentioned in the proposal, or whether you would have as keen an interest if everything worked out except the clientele, and the clientele could be found in Oklahoma, for instance. Would you push as hard for such a center, there?

In other words, let's be blunt about it. Do you have a piece of land which you would like to use to get a center going, or would you like to see a center in the very best place in the US? I trust that the latter would always be the case, but I understood the problems involved in having to come in the "back door" sometimes.

IN SUMMARY, I think NOTHING should move forward on the project or the idea at this time EXCEPT collection of data. If you have the time and resources to collect solid material as outlined above, more power to you. If for any reason this is not possible at this time, I think you would be smart to breathe a reluctant sigh and let this possible golden opportunity pass you by as just not well enough documented and prepared. We do NOT need a project that looks good on paper, but without foundation of support, enthusiasm, commitment and some invested dollars on the part of national health organizations, local welfare agencies, local schools, and regional educational institutions and governmental agencies. There must be a solid base of assured continuing participation and financial support for each of the activities mentioned in the project. Otherwise it should be shelved indefinitely, or explored in another part of the country by someone else who can get that support.

It's just too easy to get a grant or a special legislative appropriation to BUILD, and then wonder how we'll OPERATE in the next 20 years. Too often then the operation is built around projects that will generate more stop-gap funding, and not around the basic real needs of the community (nation, region or state).

So, hold off, Denny, and say no thanks unless you can get this solid foundation to build on.

Thanks for taking these informal comments. I just don't have time to write a paper on the subject! See you in Saint Louis on November 7, and we can discuss it some more then.

Sincerely,

Jerry D. Byrd
Director of Camping

JDB:bs
cc: Lois Hardt, NESSCCA
Armand Ball, ACA